Red Scarf Girl

Lesson Plan

ISBN-10	0064462080
ISBN-13	978-0064462082
Author	Jiang, Ji Li
Publisher	HarperCollins
Copyright	2004
Lexile	780L
Genre	Memoir
Synopsis	Ji-Li Jiang is a highly-ranked student, exceptional athlete, and avid follower of Chairman Mao's new China until her family's bourgeois background brings persecution and wrecks her educational opportunities and dreams of a successful career. This well-written memoir provides a detailed look at everyday life in 1960s Shanghai and presents a dilemma for readers to ponder.
Themes	War and Conflict, Appreciation of Diversity
Protagonist	Teen Female
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 1**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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?

The Communist Party of China was formed in 1921. It was under Mao Zedong's control in 1927. Eventually, Mao led a revolution, and the communist party obtained control in 1947. They followed the example of the Soviet model of development through heavy industry with surpluses extracted from peasants. Mao split from traditional Marxism-Leninism and developed Maoism, the Chinese interpretation of communism. Mao was upset with the Soviet leader Khrushchev's position of peaceful coexistence

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between the communists and capitalists. The Maoists started a strong communist tradition, instituting the Great Leap Forward and the Cultural Revolution. The Great Leap Forward was instituted to help transform China into a heavy industrialized society. However, this was largely considered to be a failure and many Chinese starved to death. In the Cultural Revolution, Mao overthrew his enemies and millions of people were killed or persecuted.

Source: http://cs.stanford.edu/people/eroberts/cs201/projects/communism-computing-china/china.html

Short film on the rise of Communism in China:
https://www.youtube.com/watch?v=TfJy_wduFy4

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

Introduce five important, useful words from today's reading.

surnames-xi	proletarian-xv	disillusioned-xvi	chairman-3	comrade-6

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. 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.

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

pp. xi-10

Setting	Characters	Pages
Notes and Forward	David Henry Hwang	xiii-xvii
Prologue- 1966	Ji Li Jiang	1
1966- Ji Li's classroom	Ji Li Jiang, Principal Long, Tong Chao, and a member of the People's Liberation Army	3-5
The principal's office	Ji Li, the principal and some of her classmates	5-7
Ji Li's apartment	Ji Li, Ji-yong, Ji-yun, Mom, Dad, and Grandma	7-10

RESPOND

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

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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.

Students might mention:

- David Henry Hwang, an American-born Chinese, writes in the forward that Ji Li Jiang's memoir helped him to experience both the excitement and the horror of the Proletarian Cultural Revolution, and also to remember that even under "unbearable circumstances, one can still believe in justice. And above all, love."
- Ji Li Jiang is twelve years old and in the sixth grade. Her memoir begins in school during music class, when in walks a member of the People's Liberation Army.

- Ji Li and her fellow student, Tong Chao were asked to report to the gym. There Ji Li was asked to go through some flexibility testing by the woman from the People's Liberation army.
- After school, Ji Li was summoned to the principles office where she was told that the woman from the People's Army wanted her to audition for the Central Liberation Army Academy.
- Ji Li was so excited about the audition that she went straight home to inform her family. Her father, however, was not excited. He told her that he could not permit her to audition as the political background investigation would surely reveal that the family had a "political problem."

6. Map Add to ongoing class 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.

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,

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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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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.

9. Analyze Analyze the key paragraph.

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."

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EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 2**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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

Ji-li Jiang was born in Shanghai , China in 1954 and is the author of Red Scarf Girl , an autobiography in which she wrote about her hard childhood.

For over twenty years, Ji-li Jiang nursed her childhood memories of surviving the Cultural Revolution in China , and finally brought them to life in her first book Red Scarf Girl . Since its publication in 1997, Ji-li has been invited to speak at hundreds of schools and conferences.

Ji-li was a science teacher in Shanghai, China before she came to United States in 1984. She studied Travel Industry Management at University of Hawaii, and worked as a Corporate Operation Analyst and Budgeting Director. In 1992, she co-founded East

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West Exchange, a company that promotes and facilitates cultural and business exchanges between China and western countries. In 2003, she started a nonprofit organization, Cultural Exchange International to continue and expand the cultural exchanges she believes in.

Ji-li Jiang now lives in the San Francisco Bay area, which she considers home. Her father, whose stage name is Henry O , still appears in various films and her mother live next door to her so they can see each other every day. Besides writing, Ji-li continues to speak at schools and conferences about her books and native China. She also devotes time to various cultural exchange programs, including leading cultural trips to China for large groups. She believes that a better understanding among people around the world is the only route to global peace.

Source: http://www.jilijiang.com/biography.htm

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

wholeheartedly-14	salon-15	infinite-18	influences-21	exploitation-25

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.

pp. 11-25

Setting	Characters	Pages
The Principal's office	Ji-li, Principal Long, An Yi, and Teacher Gu	11-13
Ji-li's apartment	Mom, Dad, Ji-yun, Ji-yong, Dad's colleagues, Grandma, Song Po-po, You-mei, and Hua-hua	13-18
The book stall	Grandpa Hong	19-21
The Great Prosperity Market	Ji-li, her brother and sister, An Yi and a large crowd	21-25

RESPOND

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

Students might mention:

- The next morning Ji-li reported to the principal's office. She gave her a note from her father explaining that Ji-li was not permitted to audition.
- Up until this point, Ji-li had felt like her life was perfect and that there was nothing she could not accomplish. Now she worried if all her dreams were going to float away from her like the bubbles from the boy.

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- At school Ji-li withdrew. Her friend An Yi said that Ji-li seemed to have changed into a different person.
- Not long after, while reading picture books with her little brother and sister, An Yi appeared and called them to come watch the destruction of The Great Prosperity Market sign in the name of destroying the "Four Olds."
- On their way home, Ji-li, Ji-yong, Ji-yun, and An Yi identified other store signs that would need to be changed in order to communicate properly the culture of the New China and it's Four News. Ji-li felt as if she were contributing to the revolution.

6. Map Add to ongoing class 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.
- New character information can be added to an Open Mind Portrait.
- A new location or change can be added to the map.

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.

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

Another possible activity:

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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.
4. You can do this individually, in pairs, in a small group, or as part of a large group.
5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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.

9. Analyze Analyze the key paragraph.

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 studies. Ji-yun had two dimples, which gave her an especially sweet smile. She was

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easygoing and did not always strive to be the best, as I did. But I learned that she could be very stubborn."

EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 3**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the "Four Old"?

In August of 1966, the Red Guard units were authorized to set out to destroy the Four Olds (old ideas, old culture, old customs, and old habits) by raiding the homes and shops of members of the "backward" classes. These classes were often referred to as the black elements, and included former landlords, former merchants, former rich peasants, and persons perceived to be counterrevolutionaries, rightists, or criminals. The provincial party authorities assisted the Red Guards in finding targets for their raids. The students carried out this assignment with great enthusiasm, marching through the streets with banners, singing revolutionary songs, and shouting slogans.
Source: https://www.asian-studies.org/eaa/10-3%20Supplemental/Handout-3.pdf

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

martyrs-28	bourgeoisie-30	humiliated-32	mutilated-33	xenophile-34

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.

pp. 25-37

Setting	Characters	Pages
Ji-li's apartment	Ji-li, her siblings, her parents and her grandmother	25-28
On the way home from music class	Ji-li, Ji-yun, people on the street and the young inspectors	28-33
After school in the classroom	Ji-li, An Yi, Yang Fan, and Du Hai	33-37

RESPOND

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

Students might mention:

- Ji-li and her siblings returned home after watching the destruction of the four-old sign at Great Prosperity Market. Ji-li felt elated, no longer concerned about not being able to attend the audition.
- Her parents and her grandmother did not share the children's excitement.
- The following day on the way home from music class, Ji-li and her sister, Ji-yun came across a group of young inspectors, not four years older than Ji-li. They were inspecting the clothing of those on the street. Some types of clothing had been declared to be four-old as well if they resembled western styles. The group targeted a young man wearing tapered pants and pointed shoes. When an empty beer bottle would not fit up the young man's pant leg, they cut the cuffs up to the knee and destroyed his shoes. He was told to go home and thoroughly "remold" his "ideology."
- At school the next day, Ji-li and An Yi got into an argument with two boys over who was more four-old. They argued about vocabulary, superstitions, and ideology.
- One of the boys said that Ji-li was four-olds because her family had a housekeeper, which was capitalist exploitation.

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6. Map Add to ongoing class 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.
- New character information can be added to an Open Mind Portrait.
- A new location or change can be added to the map.

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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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?

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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.

9. Analyze Analyze the key paragraph.

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.'"

EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 4**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 Capitalism?

Capitalism is an economic, political, and social system in which property, business, and industry are privately owned, directed towards making the greatest possible profits for successful organizations and people.
Source: http://dictionary.cambridge.org/dictionary/british/capitalism

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

revolutionary-38	eagerly-38	scholars-41	denounce-41	feudal-48

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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.

pp. 38- 51

Setting	Characters	Pages
At school with no teachers	Ji-li, An Yi, Zhang Jie, and Yin Lan-lan	38-43
Aunt Xi-wen's house	Aunt Xi-wen, Ji-li, Yin Lan-lan, Du Hai, and many other students	43-48
Back at school at night	Ji-li and An Yi	48-51

RESPOND

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

Students might mention:

- One day, the newspapers began to print stories about how schools were failing Chinese students by teaching revisionism rather than revolution.
- Not long after, schools were closed and students, rather than attend class, were organized into groups to create and deliver *da-zi-baos.* The students were to create hand-painted signs that criticized specific people for reactionary behaviors.
- First the students turned on the teachers, stating that they had capitalist leanings, or that they gave preference to rich students and that they believed intellectuals to be superior to those of the working class.
- Next the students turned on community members. Ji-li had to go with a group of students to her aunt Xi-wen's house to deliver a *da-zi-bao* that criticized her for being anti-proletariat and for being a xenophile. To humiliate her, the leaders of the group, Du Hai and Yin Lan-lan made her hang the *da-zi-bao* on her own door and to read it aloud.
- Finally, students began to turn on each other. Du Hai and Yin Lan-lan created a *da-zi-bao* about Ji-li. It suggested that she was having an improper relationship with a male teacher. Ji-li was extremely upset.

6. Map Add to ongoing class 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.

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- A new location or change can be added to the map.

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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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?

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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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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.

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

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.

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 5**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Who were the 'Red Guards'?

Red Guards groups were made up of students, ranging from elementary school to university students. As the Cultural Revolution gained momentum, mostly young workers and peasants joined the movement, as well.

Source: http://asianhistory.about.com/od/glossaryps/g/Who-Were-Chinas-Red-Guards.htm

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

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class-57	status-57	landlord-58	socialism-59	extravagance-61

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.

pp. 52-64

Setting	Characters	Pages
Ji-li's apartment	Ji-li, Grandma, and Song Po-po	52-55
Back at school	Ji-li, Teacher Gu, Du Hai and other students	55-59
In front of the Chinese-Soviet Friendship Museum	Ji-li, Ji-yong, Ji-yun and their father	60-63
Back at school	Ji-li, Du Hai, Yin Lan-lan, Yang Fan, and Yu Jian	63-64

RESPOND

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

Students might mention:

- After the *da-zi-bao* was written about Ji-li, she stayed at home for ten days. She was very depressed. On the ninth day, it rained hard. Ji-li found comfort in this as she knew the rain would wash away all the *da-zi-baos* and with them it would wash away her humiliation.
- On the tenth day, a Saturday, Ji-li returned to school where elections were being held in each class to choose the members of the 'Red Successors,' students who would become the next generation red guards when were old enough. Ji-li was nominated, but others denounced her for having bad class status stating that her grandfather had been a landlord and that her father was a rightist.
- On Sunday, ji-li's father took his three children for a walk. In front of the China-Soviet Friendship Mansion, he explained that their grandfather had been a landlord, but that that was 30 years ago. He also told them that he was not a rightist. He said that their family history would likely keep Ji-li out of the Red Successors and the Red Guard, but that it was not her fault. He told her not to be ashamed.
- Ji-li tried not to be. She told herself over and over, "It's not my fault."
- At school, Du Hai and Yin Lan-lan had become Red Successors. They strutted around school ordering others around as they pleased. Ji-li pretended not to be interested. She made plans to attend an elite high school and to study hard as no one could take her good grades away from her.

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6. Map Add to ongoing class 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.

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.

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 to be hung in your classroom. 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?

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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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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.

9. Analyze Analyze the key paragraph.

Key Paragraph – 59

" 'Of course I know.' Du Hai smirked openly. 'My mother is the Neighborhood Party Communist Secretary. She knows everything.'"

EXTEND

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

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

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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.

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

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

Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 6**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 was China like after Mao died?

After Mao's death, the ideals of China shifted under Deng Xiaoping to a form of

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"market socialism." He instituted changes in the economic system where they developed what he considered to be socialism with Chinese characteristics. He decided to use policies that had been shown to be effective and followed less the ideologies of the earlier leaders. He instituted the "Four Modernizations", describing agriculture, industry, science and technology, and the military. Deng is commonly credited as the person who turned China into the economic world power that he is today. He opened up China to the outside world and industrialized successfully.

In 1989 the death of reformer Hu Yaobang led to student protests for individual freedoms. This led to the Tiananmen Square massacre, where military force was used against civilians. The PRC government was internationally condemned, and Deng officially resigned in 1989. He made a tour of China to keep emphasis on his policies and inspire the entrepreneurship that exists in China today.

Source: http://cs.stanford.edu/people/eroberts/cs201/projects/communism-computing-china/china.html

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

satisfaction -64	ideology-65	reactionary-66	ruthless-68	abolished-72

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.

pp. 64-79

Setting	Characters	Pages
At school, between classes	Ji-li, Deng Yi-yi (Pauper), Yang Fan, Yin Lan-lan, and Du Hai	64-67
In the Gym	Ji-li, Du Hai, Yin Lan-lan, and other members of the Red Successors	67-71
Back at school	Teacher Gu and Ji-li	72-75
Summer, shopping and in Teacher Gu's office	Ji-li, An Yi and Teacher Gu	75-79

RESPOND

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

Students might mention:

- Between classes Ji-li encouraged her friend, Deng Yi-yi, whose nickname was Pauper, to hurry up. She was criticized by members of the Red Successors, including Du Hai and Yin Lan-lan.

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- Ji-li argued with the Red Successors. She dared them to go to her father's work unit, if they thought he was a rightist. And she told them that she felt she was in no way responsible for her grandfather's history as an exploitative landlord. Du Hai told Ji-li that she was required to stay after when the Red Successors would talk to her further.
- After school in the gym, Ji-li presented herself to the Red Successors. Du Hai told her that they were there today to point out her problems.
- Du Hai went on to state that she had very serious problems. He declared that she had been witnessed on several occasions taking a Pedi cab, instead of using the bus or walking. He also declared that her family was exploiting the working class by having a housekeeper and said that Ji-li never does any of the housework on her own. Ji-li tried to respond, but Yin Lan-lan shut her down, stating that today, the Red Successors would do all the talking and that Ji-li was simply there to listen before going home to think about her class standing and to thoroughly remold her ideology.
- Ji-li did her best to avoid everyone, especially the Red Successors from that point on. During the last week of school, Teacher Gu told Ji-li that she was being recommended for the elite school of her choice. However later in the summer, a new directive was handed down that revoked her enrollment at the elite school and assigned her to the local neighborhood school. Next year she would start junior high at the same school as Du Hai and Yin Lan-lan.

6. Map Add to ongoing class 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.

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).

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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.).
- 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.

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- 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.

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.

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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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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?

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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?

9. Analyze Analyze the key paragraph.

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.'"

EXTEND

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

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.

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

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?

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 7**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 China like in the modern world today?

The current constitution was created in 1982 and been continually revised since. The constitution includes many civil rights: free speech, press, worship, the right to trial, and the right to own private property. However, in practice this constitution has widely not been followed. There has been very little done to ensure that new laws instituted follow the constitution. The judicial system does not provide any particular method for review of new laws.

Computer usage in China has exploded. Currently, there are over 210 million internet users and over 400 million mobile phone users. There is a huge increase of the computer users in China, and ethics of technology has become increasingly prominent over the years. In particular, privacy, censorship, public ownership, and work ethic have

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become series ethical issues.

Source: http://cs.stanford.edu/people/eroberts/cs201/projects/communism-computing-china/china.html

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

striving-82	flaunt-82	blushed-85	vulnerable-86	turbulence-89

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.

pp. 80-94

Setting	Characters	Pages
Ji-li's apartment	Ji-li and Ji-yun	80-82
In front of Old Mr. Rong's house plus the other searches	Ji-li, Ji-yun, spectators, and Grandmother	82-87
Morning in the Marketplace	Song Po-po, Ji-li and other shoppers	87-90
Ji-li-s apartment	Ji-li, her siblings and her grandmother	90-92
In the Pedi-cab	Ji-li, Ji-yong, Ji-yun, and Grandma	92-94

RESPOND

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

Students might mention:

- One hot, summer day, while knitting, Ji-li heard the familiar gongs sounding informing the neighborhood that the Red Guard was in the neighborhood conducting searches to destroy the four-olds. Just then, Ji-yun ran in and confirmed that the Red Guard was searching Old Man Rong's factory.
- Ji-li and her siblings ran to Number Eleven, old Mr. Rong's house. There was a *da-zi-bao* attached to the front gate. The *da-zi-bao* criticized Mrs. Rong for continuing to profit off of the factory workers and for refusing to atone for her sins. Grandma arrived and hustled the children back home, warning them to remain indoors the rest of the day.
- Ji-li returned to the scene, however, and learned that many valuables had been found inside Mrs. Rong's house and had been confiscated. Searches continued daily in Ji-li's alley neighborhood. Most people were very scared.

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- Things got so bad that the Jiang's let Song Po-po, the housekeeper go. Ji-li took over many of the duties that had previously been assigned to Song Po-po, including conducting the early morning shopping and doing the cooking.
- One-day Grandma's arthritis was hurting her badly. The children took the pedi-cab from the Neighborhood Committee's courtyard in order to get her to the acupuncturist.

6. Map Add to ongoing class 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:
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.

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

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searches, while the American paper will surely disapprove of these actions and believe them to be an abuse of human rights.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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 steel 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?

9. Analyze Analyze the key paragraph.

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.

EXTEND

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

Pretend you are a newpaper 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.

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 8**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 dowry?

Money, goods, or estate that a woman brings to her husband in marriage. The dowry has a long history in Europe, South Asia, Africa, and other parts of the world. Some of its basic functions are to protect the wife against ill treatment by her husband, since a dowry can be a conditional gift; to help the husband discharge the responsibilities of marriage, since the dowry makes it possible for the young man to establish a household; to provide the wife with support in case of her husband's death; and to compensate the groom's kin for their payment of bride wealth. In Europe, the dowry served to build the power and wealth of great families and played a role in the politics of grand alliance through marriage. The giving of a dowry more or less

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disappeared in Europe in the 19th and 20th centuries. The practice grew, however, in South Asia. In some cases, delayed or insufficient dowry made some young wives the victims of murder by their husbands or in-laws, a practice known as "bride burning" or "dowry death."
Source: http://www.merriam-webster.com/dictionary/dowry

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

dowry-94	ancestors-96	propaganda-100	taunt-102	zeal-104

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.

pp. 94-108

Setting	Characters	Pages
Ji-li's apartment	Grandma, Ji-li, her siblings and her parents	94-99
The Alley	Black Category people, including Aunt Xi-wen; The Neighborhood Dictatorship Group, including Six Fingers	100-104
The Cafeteria	Jia Hong-yu, Ji-li, Du Hai and other spectators	104-108

RESPOND

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

Students might mention:

- Ji-li's father stays late most nights at the theatre. They have a lot of meetings. Ji-li is usually wakes momentarily when he comes home, just long enough to note that he and her mother are discussing things in the dark.
- One morning, following such a talk, the family takes Grandma's dowry trunks up to the roof to be painted so that they will not be determined to be four olds should the Red Guards search the house. At the same time that Ji-li's father is re-painting the trunks, Grandma and Ji-li's mother cut up all the elegant silk in the house to make quilt covers. They even use all the ribbons to make new mops. It seems that a search of their house is imminent.
- The Red Guards establish a new propaganda wall in the alley. Each morning, those residents who are deemed to be counterrevolutionaries are forced to kneel before a picture of Chairman Mao and confess. They are forced to do this again in the evening before sweeping the alley clean of any debris. Ji-li's Aunt Xi-wen, on whose door Ji'li helped to hang a *da-zi-bao* is among the repenters.

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- One day, an announcement next to the propaganda wall announces that a local Red Guard, Jia Hong-yu will be returning from Beijing where she had participated in an action to establish revolutionary ties across provinces, and that she would be reporting back to all interested.
- Ji-li attended the report-back. Jia Hong-yu's story moved her and the rest of the crowd to tears. Ji-li went home hoping that Chairman Mao would forgive her black class status and some day allow her to become a member of the Red Guard.

6. Map Add to ongoing class 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:
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.

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

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Another possible activity:
1g6 setting chart **Fill out the Setting Chart**

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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.
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?

9. Analyze Analyze the key paragraph.

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.'"

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EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 9**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Who is Mao?

Mao Zedong was born in 1893 and he died in 1976. Mao Zedong is considered to be the father of Communist China and along side Sun Yat-sen and Chiang Kai-shek played a fundamental part in China's recent history.
Source: http://www.historylearningsite.co.uk/mao_zedong.htm

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

counterrevolutionary-108	solitary-108	confiscated-112	memorial-115	reluctantly-118

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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.

pp. 108-122

Setting	Characters	Pages
The alley	Old Qian, his wife, Six Fingers, the Red Guard, Ji-li, and other on-lookers	108-112
An yi's courtyard	Spectators and Ji-li	112-114
The funeral home	Ji-li, An Yi and her family, and the cremator	114-117
The park	Ji-li, her siblings, and her grandmother	118-122ß

RESPOND

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

Students might mention:

- Old Qian was a solitary, obstinate man after his son had been executed for being a rightist. He did not like the Red Guard. So when they asked to borrow his bicycle, he refused. The Red Guard returned the next day to search his house.
- The Red Guard made Old Qian kneel on a washboard facing the propaganda wall, while they packed all his belongings into a truck. Old Qian passed out from exhaustion. Ji-li lamented that all of this could have been avoided had he simply allowed them to borrow his bicycle.
- The following day, upon returning from the market, there was a ruckus in An-yi's courtyard. An-yi's grandmother had committed suicide, fearing that like Old Qian, she would be next. The family was not allowed a funeral service, as Grandma had committed a crime against the Chinese people by taking her own life. Grandma's body was cremated without ceremony.
- One evening some of Ji-li's father's workmates came to visit. After they left, Ji-li's father instructed the children to go with their grandmother to spend the day in the park.
- While in the park, Grandma explained to Ji-li that the stress from the possibility of a Red Guard search was wearing on her. They had agreed that Grandma would spend each day in the park, away from the apartment and that she would not return home until the evening and then only if the secret sign communicated that it was safe.

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6. Map Add to ongoing class 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:
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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions – Day 9

1. Why doesn't Old Qian like the Red Guard?
2. Why did the Red Guard search his house?

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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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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.)

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 10**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 propaganda?

Manipulation of information to influence public opinion. Misleading statements and even lies may be used to create the desired effect in the public audience. Lobbying, advertising, and missionary activity are all forms of propaganda, but the term is most commonly used in the political arena. Prior to the 20th century, pictures and the written media were the principal instruments of propaganda; radio, television, motion pictures, and the Internet later joined their ranks. Authoritarian and totalitarian regimes use propaganda to win and keep the support of the populace. In wartime, propaganda directed by a country at its own civilian population and military forces can boost morale; propaganda aimed at the enemy is an element of psychological warfare.

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Source: http://www.merriam-webster.com/dictionary/propaganda

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

anxiously-126	grimly-127	attentively-128	triumphantly-130	aggressively-133

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.

pp. 122-137

Setting	Characters	Pages
Ji-li's apartment	Ji-li, her parents, her grandmother, and her siblings	122-130
The search	Ji-li's family, Fourth aunt's family, Six Fingers and the Red Guard	130-137

RESPOND

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

Students might mention:

- Ji-li's parents decided that while the children were outside, they would have to burn all of their old family photographs as these would also be considered fourolds by the Red Guard.
- While Ji-li's brother, Ji-yong is out, a group of boys set upon him and take his real People's Army hat away from him. He fights back, but he loses.
- Ji-yong gets his friends together and is gone all the next day. When he finally returns, he has a black eye, but also his hat.
- Because the Neighborhood Dictatorship Group found a knife and a partially burned photo of Ji-li's fourth aunt in the communal garbage, the Red Guard came to search her house.
- When they were done with Fourth Aunt's house, the Red Guard came to Ji-li's house. Her father let them in and they went through everything, leaving a giant mess before taking what they wanted and leaving.

6. Map Add to ongoing class 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.

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- 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:
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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions – Day 10

1. What reason did the boys give for taking Ji-yong's hat?
2. What do you think Ji-young's hat symbolized?
3. Create a story that explains how Ji-young 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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 11**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Was the Cultural Revolution a mistake?

In the early 1980s, after Mao's death, the party issued its official verdict on the Cultural Revolution. It was labeled a mistake, but the party still does not tolerate any attempts at a fuller public discussion of the issue or to hold the party accountable for the Cultural Revolution's excesses.

Public response to the apologies has been mixed. Some people feel the apologies have gone too far; others, not far enough. There has been plenty of speculation, but no proof, as to whether the government had a hand in the apologies.

Source: http://www.npr.org/blogs/parallels/2014/01/23/265228870/chinese-red-guards-apologize-reopening-a-dark-chapter

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Short Interview: Chinese Red Guards Apologize, Reopening A Dark Chapter
http://www.npr.org/blogs/parallels/2014/01/23/265228870/chinese-red-guards-apologize-reopening-a-dark-chapter

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

ransacked-138	fate-140	laboriously-142	gloating-146	handkerchief-146

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.

pp. 137-149

Setting	Characters	Pages
Ji-li's bedroom	Ji-li and An Yi	137-139
November in the alley	Ji-li, The Red Guard, Teacher Wei, and Aunt Xi-wen	140-143
December in the alley	Ji-li, An Yi, Sang Hong-zhen, and Xu A-san	143-146
Ji-li's apartment	Ji-li and Ji-yun	146-149

RESPOND

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

Students might mention:

- An Yi helped Ji-li put her bedroom back together after the search.
- By November, both Ji-yun and Ji-yong had been called back to school, but Ji-li's teachers were still in the countryside establishing revolutionary ties. An Yi's mother, Teacher Wei, was back to work, but the Red Guard harassed her every day. They beat her after school and forced her to march home shouting that she was a "reactionary monster."
- In December, An Yi and Ji-li returned to the alley to find a struggle meeting-taking place. Du Hai's mother, who had been the Secretary of the Neighborhood Party Committee was being criticized by Xu A-san, who had been sent away by her a few years prior.
- The Fate of Du Hai's mother made both Ji-li and An Yi very happy. They felt as if their fate had changed.
- Ji-yun's fate had not changed, however. She was only ten years old, but the red-family children at school were calling her black whelp and bullying her. They threw her school bag out the classroom window, and Ji-yun came home crying without it. Ji-li felt terrible for her sister and was frustrated that there was nothing she could do to stop this harassment.

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6. Map Add to ongoing class 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:
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.

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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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 it 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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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

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social experiment gone horribly wrong. Use examples from today's reading (i.e. regarding Teacher Wei) to back up your assertions.

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

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?

Character Based Literacy Program Lesson Plan
Red Scarf Girl, Day 12

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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What is agriculture science?

Agriculture is the process of producing food, feed, fiber and many other desired products by the cultivation of certain plants and the raising of domesticated animals (livestock).

The practice of agriculture is also known as "farming", while scientists, inventors and others devoted to improving farming methods and implements are also said to be engaged in agriculture.

Subsistence farming, which farms a small area with limited resource inputs, and produces only enough food to meet the needs of his/her family.
At the other end is commercial intensive agriculture, including industrial agriculture. Such farming involves large fields and/or numbers of animals, large resource inputs (pesticides, fertilizers, etc.), and a high level of mechanization.

These operations generally attempt to maximize financial income from grain, produce, or livestock. Modern agriculture extends well beyond the traditional production of food for humans and animal feeds.

Other agricultural production goods include timber, fertilizers, animal hides, leather, industrial chemicals (starch, sugar, alcohols and resins), fibers (cotton, wool, hemp, silk and flax), fuels (methane from biomass, ethanol, biodiesel), cut flowers, ornamental and nursery plants, tropical fish and birds for the pet trade, and both legal and illegal drugs (biopharmaceuticals, tobacco, marijuana, opium, cocaine).
Source: http://www.sciencedaily.com/articles/a/agriculture.htm

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

astonishment-151	mocking-151	fate-154	frank-164	indignant-164

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.

pp. 150-165

Setting	Characters	Pages
The Alley	Ji-li, Ji-yong, Xiao-cheng, and his father	150-153
An-yi's house	Ji-li and An-yi	153-155
The New Junior High	Ji-li, An-yi, and Deng Yi-yi	156-158
Ji-li's homeroom, #301	Ji-li, her desk mate, Teacher Zhang, and Bai Shan	158-165

RESPOND

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

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Students might mention:

- Ji-li approached Ji-yong and Xiao-cheng in the alley just as a several trucks were passing. Xiao-cheng's father was bound by his arms in the back of one of the trucks. He had a sign hanging from his neck. Xiao-cheng acted like it hardly affected him at all, but Ji-li knew he was just hiding his feelings.
- On the balcony of Ji-li's apartment, her brother told her that Ming-ming's father was now also dead. The party said that he committed suicide, but Ming-ming suspected that he was beaten severely and then hung by others.
- At An-yi's house, Ji-li found out that things had gotten no better for teacher Wei either.
- Having been out of school for over a year, Ji-li finally returned to begin junior high.
- Her excitement quickly waned as she found that the teachers were not prepared to teach what the government required them to. As an example, science teachers were now required to teach agriculture classes where previously they had taught chemistry or physics.

6. Map Add to ongoing class 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:

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

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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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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?

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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?
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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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 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.

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

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?

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 13**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Where were people detained during the Chinese Cultural Revolution?

The practice of mass dictatorship started at the very beginning of the Cultural Revolution when **Red Guards** took the law into their own hands while Chairman **Mao Zedong** and other government leaders cheered them on, offering no protection for innocent people from Red Guards' verbal and physical abuse and administering no punishment for violators of the law. In many places, especially on middle school and college campuses, illegal prisons known as **cow sheds** were set up, where people denounced as class enemies, or "**cow-demons and snake-spirits**," were detained, interrogated, and tortured. They were forced to perform manual labor during the day and to confess their "crimes" in the morning, in the evening, and sometimes before each

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meal. They were told to bow their heads while walking and not to speak to one another at any time. Home visits were strictly forbidden.

This kind of persecution was even more widespread in the late 1960s during the **Rectify the Class Ranks** movement when mass dictatorship became a tool of the new power organ the **revolutionary committee**. In this period, special case groups set up by mass organizations everywhere assumed the authority of law enforcement agencies, and a vast number of people suspected of having a "problematic history" were detained, interrogated, and tortured in illegal prisons on the premises of their work units. Members of these special case groups traveled across China to gather information in government held personnel dossiers. Forced confessions were widely used as evidence against the detainees and whoever was named in the confessions. It was a common practice of special case groups to try to break down the detainees by forcing their family members to speak against them. This kind of psychological pressure, in combination with isolation and torture, resulted in numerous suicides. According to official estimate, the total number of people affected by the Rectify the Class Ranks campaign, including those persecuted and their family members, amounted to one hundred million.
Source:http://chineseresources.s3.amazonaws.com/09.Society,%20Culture,%20History,%20Tourism/Historical%20Dictionary%20of%20the%20Chinese%20Cultural%20Revolution.pdf

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

benediction-166	sympathetic-167	devoted-169	leniency-175	severity-175

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.

pp. 165-179

Setting	Characters	Pages
Morning Exercises and Benediction	Ji-li, Chang Hong, Chairman Jin, and Sun Lin-lin	165-168
Math Class	Ji-li, Teacher Li, Chang Hong, and Bai Shan	169-172
Winter Vacation	Ji-li, her siblings, Uncle Fen, her parents and her grandmother	173-179

RESPOND

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

Students might mention:

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- Ji-li's father has been sent to political studies classes. Ji-li explains to the reader that while adults in these classes study the same things she does- Chairman Mao's work and Party Central Committee documents- the purpose of the adult classes was to get people to confess their mistakes or crimes.
- During morning Benediction, Ji-li realized that she had left her precious red book at home. A shy girl in class, Sun Lin-lin, quietly slipped the red cover off of her book and handed it to Ji-li so that she would not get caught.
- In math class, Ji-li and Bai Shan were congratulated for receiving perfect scores on the most recent math test. Teacher Li informed the two of them that Teacher Zhang requested their presence after school to talk to them about running the blackboard newspaper. Ji-li suddenly remembered all the bad things that had happened to her during her last year of school when she had been noticed for achieving highly. She also feared that people would develop more rumors about her if she was frequently with Bai Shan. She made up an excuse in order to avoid meeting Teacher Zhang.
- At home about 11:30 at night, over winter vacation, Uncle Fan came to the door. He had been beaten severely. Ji-li overheard Uncle Fan tell the adults that he had confessed to the Red Guards that he had been listening to foreign radio, even though he hadn't. By confessing, Uncle Fan hoped for leniency rather than severity. A few days later he was detained.
- Soon after, Ji-li's father came home from the theatre. He reported that in the political study class it had been suggested Ji-li's father would also be detained if he did not soon confess to his crimes; which the committee claimed to already know about. The adults discussed what he should do.

6. Map Add to ongoing class 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:
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).

1. Label one column "Justice" and the other side "Injustice".
2. During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
3. 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.
4. 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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5. 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.
6. In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
7. 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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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?

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9. Analyze Analyze the key paragraph.

Key Paragraph – 178
" 'Well, do you want to confess then? It might be better than being punished.' Grandma's voice sounded unusually old."

EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 14**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the little red book?

By the time the Red Guard publication appeared, Mao's Little Red Book had been published in numbers sufficient to supply a copy to every Chinese citizen in a population of more than 740 million. At the peak of its popularity from the mid-1960s to the mid-1970s, it was the most printed book in the world. In the years between 1966 and 1971, well over a billion copies of the official version were published and translations were issued in three dozen languages. There were many local reprints, illicit editions and unauthorized translations. Though exact figures are not possible, the text must count among the most widely distributed in all history. In the view of Daniel Leese, one of the contributors to *Mao's Little Red Book*, the volume "ranks second only to the

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Bible" in terms of print circulation.

Originally the book was conceived for internal use by the army. In 1961, the minister of defense Lin Biao – appointed by Mao after the previous holder of the post had been sacked for voicing criticism of the disastrous Great Leap Forward – instructed the army journal the *PLA Daily* to publish a daily quotation from Mao. Bringing together hundreds of excerpts from his published writings and speeches and presenting them under thematic rubrics, the first official edition was printed in 1964 by the general political department of the People's Liberation Army in the water-resistant red vinyl design that would become iconic.
Source: http://www.newstatesman.com/culture/2014/05/how-west-embraced-chairman-mao-s-little-red-book

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

vague-181	tenuous -184	sneered-185	provoke-189	destiny-190

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.

pp. 179-194

Setting	Characters	Pages
Ji-li's apartment, New Years	Ji-li, her mother and her grandmother	179-182
Ji-li's mother's office	Ji-li, her mother, and people from her mother's work unit	182-185
The Children's Theatre	Ji-li, her father, and the foreman	186-190
Ji-li's apartment	Ji-li and Sun Yin-yin	191-194

RESPOND

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

Students might mention:

- Ji-li's father got arrested on the eve of Chinese New Year. He is being detained at his own theatre.
- Ji-li's mother sends Ji-li to the phone kiosk to contact Uncle Tian, one of Dad's friends from work, to find out what is happening. Uncle Tian tells Ji-li that her father has been detained for establishing counter-revolutionary ties and listening to foreign radio.

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- Ji-li's mother, who is very sick, gets called into her job. Ji-li waits outside, but can hear most of the conversation. They try to get Ji-li's mother to admit to her father's crimes. They tell her that the theatre will not pay her husbands salary until he confesses and that they are cutting hers until she decides to cooperate.
- Ji-li goes to the theatre to see her father. A foreman decides to let her see him through a window. He is doing hard labor with Uncle Fen, but at least he is still alive. Then the foreman takes Ji-li into a room and tries to convince her to turn on her parents, reminding her that unlike her parents, she is a child of Chairman Mao.
- Back at home, Sun Yin-yin comes to the door with a message from Teacher Zhang at school. Ji-li is to report to a meeting at school tomorrow at 4:00. Before she leaves, Ji-li tells Yin-yin that her father has been detained. Yin-yin says she understands, that her house was also searched.

6. Map Add to ongoing class 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:
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.

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One possible activity:
Use a character profile chart (4g6) located in the Classroom Activities section of the CBL Sourcebook to analyze Ji-li's father. Fill in the trait boxes with positive characteristics that would help to prove he is not a counterrevolutionary. Locate examples from the text that help to identify those traits.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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 persons 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?

9. Analyze Analyze the key paragraph.

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.'"

EXTEND

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

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

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have done nothing wrong and that they are loving parents who love their country and their people. Provide examples to back up your opinion.

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

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

Character Based Literacy Program Lesson Plan
Red Scarf Girl, Day 15

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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What were the Five Black Categories?

According to Chairman Mao and the Communist Party, the worst enemies of Communism and the common people. The five categories were: landlords, rich peasants, counterrevolutionaries, criminals, and rightists.
Source: http://quizlet.com/8193055/cultural-revolution-terms-flash-cards/

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

awe-194	immensity-194	bustling-195	enthusiasm-201	earnest-205

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.

pp. 194-209

Setting	Characters	Pages
4:00 in the Gymnasium	JI-li, Chairman Jin, Chang Hong, and Teacher Zhang.	194-199
At school, late at night	Ji-li, Chang Hong, and Bai Shan	199-205
Ji-li's apartment	Ji-li, her brother and sister, Grandma, Ji-li's father and his two escorts	206-209

RESPOND

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

Students might mention:

- Ji-li attended the 4:00 meeting and realized that it was for members of the new Class Education Exhibition committee. Ji-li knew there must have been a mistake. Why would anyone want a black whelp like herself to be part of such an important red committee?
- She went directly to Teacher Zhang, who told her that it had been he who had recommended her. He told her that he knew her family history and class status. He said that while she could not choose her family, she could choose her destiny. Ji-li agreed to be part of the committee.
- For many nights over the next month, Ji-li and the other committee members worked all night long. During one late night session, Chang Hong admitted to Ji-li that she envied her. She also confided in Ji-li that she also had difficulties at home.

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- Ji-li's father was cleared of the radio charge. It turned out that Uncle Zhu had implicated him and that his lie had been discovered by the interrogators.
- ji-li's family celebrated as they thought their father would now be released. Instead, he was only allowed to return home for a few moments to gather some new clothes. His escorts then took him away again. He did not even get to see his wife.

6. Map Add to ongoing class 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:
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.

One possible activity:
Create a propaganda poster for your classroom, complete with a slogan and symbolic imagery. Your poster should promote some piece of a positive school culture.

AND

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

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions – Day 15

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

9. Analyze Analyze the key paragraph.

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.'"

EXTEND

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

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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 16**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 Chiang kai Shek?

Chiang Kai-shek was born in 1887 and died in 1975. Chiang Kai-shek was the natural successor to Sun Yat-sen and, alongside Mao, he was to play a fundamental role in China's history in the Twentieth Century. Chiang Kai-shek had a humble beginning, but he received an education that lead him to attending a Japanese military staff college and serving in the Japanese Imperial Army for several years. A keen supporter of Sun Yat-sen, he returned to the newly created republic of China in 1911. His task was to create an army for the Nationalists (Guomindang). Chiang Kai-shek was chosen by Sun Yat-sen to lead the Guomindang's military academy at Whampoa which was set up in Canton. Chiang was sent to Moscow for six months in 1923 studying how the Red Army was organized.

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Source: http://www.historylearningsite.co.uk/chiang_kai.htm

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

comrade-213	swagger-214	domineering-214	mournful-218	honor-219

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.

pp. 209-222

Setting	Characters	Pages
Ji-li's apartment	Ji-li, her mother and two strangers	209-211
The police station	Ji-li and Officer Ma	211-215
The back stairs	Ji-li and Song Po-po	216-217
The exhibition	JI-li, Chang Hong, Chairman Jin, An Yi, and Sun Lin-lin	218-222

RESPOND

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

Students might mention:

- Ji-li arrived home after school to find two strangers being shown out by her mother. After a while, Her mother explained that the men had been investigators, asking questions about the Jiang family history as it related to a story in the *Workers Revolt* about a large landholding family with the same surname.
- Ji-li became very angry, saying that she hated landlords and her own landlord family. She didn't say another word to her mother for days.
- One day on the way home, Ji-li went to the police station to see about changing her name so that she would no longer be associated with the Jiang landlord name. The officer supported her in doing so. He said it would be a revolutionary act and that a break with her black family was what Chairman Mao wanted her to do. She imagined what the broken ties would do to her mother and father, and she ran away instead.
- At home, Ji-li found San Po-po mopping the stairs like she used to. This helped Ji-li realize how selfish she had been in focusing only on how other's problems were affecting her. She vowed to change and throw her support behind her family again.
- At school, Ji-li gave a stunning presentation about an old landlord that brought everyone to tears. No one questioned her class status.

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6. Map Add to ongoing class 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:
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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.

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,

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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.

9. Analyze Analyze the key paragraph.

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.

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

‘I’ll take it,’ I said.”

EXTEND

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

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.

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

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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?

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 17**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 were the Chinese Summer Labor camps?

Grounded in Mao's philosophy of revolution, re-educative labor camps mushroomed across the country after the infamous Anti-Rightist Campaign in 1957, a major turning point in party rule. The Campaign sought to punish educated elites into submission to Mao's authority by rounding up even the mildest of critics as "counterrevolutionary rightists." Hundreds of thousands of people were condemned in the fervor of Anti-Rightism, and persecution of intellectuals and even party cadres continued throughout Mao's rule. According to the University of Hong Kong's Fu Hualing, the *laojiao* population swelled to an all-time peak of 500,000 by 1960. Senior party members were considered too high in rank for common *laojiao*, but many suffered the same fate in everything but name. Among them was Xi's own father, Xi Zhongxun,

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who was consigned to years of mind-numbing manual labor as punishment for political crimes, including ties to an anti-Mao faction in the party.
Source: http://www.foreignaffairs.com/articles/140289/john-delury/chinas-labors-lost

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

surge-234	slogged-235	gobbled-235	sickles-235	oblivious-235

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.

pp. 222-235

Setting	Characters	Pages
The school office	JI-li, The foreman, Chairman Jin, and Teacher Zhang	222-227
The Exhibition	Ji-li, Bai Shan, and Chairman Jin	227-229
The Red Guard Committee Office	Ji-li, Chang Hong	230-234
The countryside	Ji-li and other student workers	234-235

RESPOND

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

Students might mention:

- During Math class, Ji-li was summoned to the office. The foreman and some other workers from her father's unit were there waiting for her.
- The foreman explained that they were going to force her father to confess to crimes committed a few years ago during the anti-rightist movement. They wanted her to testify against him.
- They said they would be back to get her statement after she had thought it over.
- The following day, Ji-li was replaced on the Exhibition Committee. Chang Hong called Ji-li into her office after that and convinced her to do her summer labor in the country. Ji-li agreed. She hoped it would help with her class status, and she knew that way out there, her father's foreman would not be able to get to her.
- Ji-li began her summer labor on a rice field during the double rush. She and other young students rose at 5:30, worked all day eating lunch in the field and returning at night in time only to go back to sleep.

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

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- Keep a running list tracking each opportunity Ji-li has to turn against her family.
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- Keep a running list of Interview questions you would ask Ji-li Jiang if you had the chance to ask them.
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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".
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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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions – Day 17

1. What do the people from Ji-li's fathers 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 affect on her class status when she returns?

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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?

9. Analyze Analyze the key paragraph.

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.'"

EXTEND

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

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."

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

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?

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 18**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

How are human rights protected, promoted, and prevented?

The stated purpose of the UN is to bring peace to all nations of the world. After World War II, a committee of persons headed by Mrs. Eleanor Roosevelt, the wife of US President Franklin D. Roosevelt, wrote a special document which “declares” the rights that everyone in the entire world should have—the Universal Declaration of Human Rights. Today there are 192 member states of the UN, all of whom have signed on in agreement with the Universal Declaration of Human Rights.
Source: http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/introduction.html

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

grievances-238	threshing-240	spite-244	impulsively-245	superior-246

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.

pp. 235-249

Setting	Characters	Pages
The rice field	Ji-li and Bai Shan	235-241
The storage room/dormitory	Ji-li and Chang Hong	241-243
Ji-li's apartment	Ji-li, Uncle Tian, Ji-li's mother, Thin-Face and his faction	244-249

RESPOND

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

Students might mention:

- After three days of harvesting rice, Ji-li was incredibly exhausted. She was still the slowest harvester. Night was falling. Everyone else had completed their rows, but Ji-li still had a long way to go. Bai Shan offered to help her. But she could not allow it, thinking that she would be severely criticized and punished.
- The next morning Ji-li awoke with a fever, but she pushed on. Before morning was over, she fainted in the rice field. When she awoke, she was lying on her mat and Chang Hong was there.
- Chang Hong told her that she had been called back to Shanghai, because the Theatre Committee wanted to have some study sessions with her.
- Back in Shanghai, Ji-li awaited Thin-Face to bring her to the theatre. For several days he didn't come. In the meantime, Ji-li discovered a letter, written by the "revolutionary masses" complaining about the injustices of the Theatre Rebels. The letter said that they were holding people without cause and that they were using torture, beatings and humiliation tactics to extract false confessions.
- Finally, Thin-Face did come, but not alone. He brought with him the entire faction from the theatre. They ransacked the house. Ji-li hoped that they would not find the letter addressed to the Central Committee, which she had hidden in the cat's litter box.

6. Map Add to ongoing class 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.

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- 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:
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.

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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 **arugmentive 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.

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

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

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Character Based Literacy Program Lesson Plan
***Red Scarf Girl*, Day 19**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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 the Central Committee?
The Central Committee is supposedly the most important body in a Communist party; its influence declined as it grew in size and the party needed daily leadership.

What is the Chinese Communist Party?
Chinese Communist Party the only legal party in China, which has run the country since 1949.
Source: http://www.flashcardmachine.com/ap-comp-govchapter10.html

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

propagates-250	plead-250	timidly-253	haggard-254	frail-254

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.

pp. 250-263

Setting	Characters	Pages
The search	Ji-li, Grandma, Ji-yong, Thin-Face and Six Fingers	250-256
The empty apartment	Ji-li, her family, and Song Po-po	256-259
The alley	Ji-li, her mother, and her grandmother	260-263

RESPOND

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

Students might mention:

- Thin-Face and his faction continued to ransack the house, looking for anything incriminating. Six Fingers came in and informed Thin-Face that someone of the revolutionary masses had informed him that a letter was hidden just before they arrived.
- Thin-Face questioned Ji-li, but she would not tell where the letter was. Nor would Grandma. To punish the family and to force them to confess, Thin-Face made Grandma kneel facing the wall.
- The letter was found when the cat scratched up her litter box after using it. Ji-li's mother was told to report to her work unit in the morning and to tell them that she had been identified as a landlord's wife. Ji-li was to report to her school that her black class status was now solidified. Grandma was ordered to report to the Neighborhood Dictatorship Committee and to begin her assignment as an alley sweeper.
- Ji-li and her family continued to live in the apartment, using straw for bedding and a crate lid for a table. Those were the only possessions the family had left after the theatre faction left.
- Ji-li made a promise to her mother, her family and to herself that day that she would look after her family, no matter what.

6. Map Add to ongoing class 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.

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- 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:
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.

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 or 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.

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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.

9. Analyze Analyze the key paragraph.

Key Paragraph – 253

" 'She's over seventy, you—How could you?' Shielding Grandma wither own body, Mom shouted back at Thin-Face."

EXTEND

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

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.

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Appeal to the committee to take action against Thin-Face's faction and to restore the Jiang name to good standing in China.

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

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?

Character Based Literacy Program Lesson Plan
Red Scarf Girl, Day 20

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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How did the Chinese Cultural Revolution end?

In October 1968, Liu Shao-chi was expelled from the party and historians generally see this as the end of the Cultural Revolution. Mao had witnessed the removal of a potential rival in the party and therefore saw no need for the Cultural Revolution to continue.
Source: http://www.historylearningsite.co.uk/cultural_revolution.htm

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

brainwashed-265	persecuted-265	deceived-266	vivid-266	mission-273

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.

pp. 265-272

Setting	Characters	Pages
Ji-li's home in Shanghai	Ji-li, her family, her friends, and her former oppressors	265-270
Honolulu, Hawaii	Ji-li	270-272

RESPOND

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

Students might mention:

- Not long after the search, a new faction took control of the Theatre. Most of the detainees, including Ji-li's father were released. Their black class status remained, however, limiting their opportunities.
- In 1980, Ji-li's father was cleared of all charges and was appointed vice-president of the children's theatre. For the most part, the only people prosecuted for their participation in the Cultural Revolution were those that killed people. Ji-li argues that everyone had been brainwashed, and she cannot blame them for that.
- In 1984, Ji-li moved to America. She finished studying at a university in Hawaii and then worked there for several years.
- Her whole family, except for Grandma and Sang Po-po now live in America.
- Ji-li has started her own company, the East West Exchange, in hopes that she can "contribute something to her country, China, and her home, America."

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6. Map Add to ongoing class 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:
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.

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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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 live 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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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

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text to support your opinion. Include an introduction and a conclusion. Remember to place your arguments at the beginning and end of your essay.

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

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

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