Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Introduction

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

The Joy Luck Club is a series of short stories that follows four Chinese-American women and the lives that they left behind in the 1940's. The stories shadow their daughters in present day San Francisco. The stories weave together the mother's hopes and dreams with their daughter's misunderstandings. The story tells of the mother's strength and fortitude and highlights their daughters need to learn about their story.

These lessons are intended to be sequential. However, they are episodic enough to stand alone. You may use all of these lessons or pick and choose. Some stories are intended to be read over a two day period but can be modified into a single day lesson.

Timeline
The timeline for this book could follow the following format. There are places in the lesson that additional information is requested.

- **Historical Timeline**
  Create a historical timeline to track events as they occur in the story. Your timeline should be divided into three sections:
  1) Book timeline (to track the daily readings);
  2) U.S. History Timeline (to track events that are happening in the U.S. when the flashbacks occur);
  3) World History Timeline (to track events that are happening in Asia in the 1940's as the book flashes back)

Community Connection
There is a community connection located after day 32 of the lesson plans. You can use the community connection as a separate project or integrate it with the lesson plans.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 1

Standards for Writing

W3. Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is Mah Jong?
Mah Jong is a Chinese tile game similar to the card game rummy.
Each player sits to the North, South, East, and West and the object is to collect sets of 3 and 4 of each tile group. Mah Jong is the focal point of the Joy Luck Club. Throughout the novel it is referenced. The ladies of the Joy Luck Club are brought together while they play, eat, and celebrate.

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

Introduce 5 important, useful words from today's reading

cerebral (5)	refugee (6)	anchoring (7)	luxuries (10)	despair (11)

- 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

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far
- Mention the setting and main character
- Point to each timeline item as you quickly review it

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

p. 5-20

Setting	Characters	Pages
San Francisco; present day	Jing-mei Woo, Father,	5-7

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Kweilin, China: 1940's	SuYuan Woo (mother)	7-14
The Hsu's House: in the Sunset District, San Francisco	Auntie An-mei, Uncle George, Uncle Jack, Auntie Ying	14-20

RESPOND

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

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

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

Students might mention:

- The story flashes back to a Chinese Proverb about a swan, a daughter, and a mothers wish for her child's potential;
- Jing-mei Woo's "June" mother has passed away. She has been invited to play Mah Jong with her mother's friends. She will be taking her mother's place at the table;
- Jing-mei (June) explains how the Joy Luck Club was started when her mother immigrated to America;
- (Flashback to 1940's) Jing-mei recalls the story of her mother in China and how the Joy Luck Club started;
- Jing-mei thought the story was made up since the ending always changed;
- On day Jing-mei's mother tells her the story of the Joy Luck Club and having to leave China;
- Because she was an Army wife she was warned to leave early;
- She packed her things, stole a wheelbarrow, and took her twins as she started walking toward Chungking to meet her husband;
- She walked and grew sick with dysentery, she kept leaving belongings behind to make her load lighter;
- Finally, she could not carry anymore and she placed her daughters by a tree and left her valuables with them.
- Her mother tells her, "Your father is not my first husband; you are not one of those babies" (p. 14).
- (Present day—Hsu's home) The house is the same as it was when she was growing up;
- The group gets together to do "business". They have become a stock trading group;
- Jing-mei learns that they started trading stocks because the same people always won Mah Jong. As stock traders they would win and lose together and still have fun;
- Jing-mei recalls her mother's version of "organic chemistry" that people were made up of the elements and how each element affects you;
- Auntie An-mei is making food for the club. Feasting will occur, then they play.

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

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For the following weeks:

Map

Create a map of China and the US San Francisco Area. Refer to the areas and regions as you read.

Historical Timeline

Create a historical timeline to track events as they occur in the story. Your timeline should be divided into three sections:

- Book timeline (to track the daily readings);
- U.S. History Timeline (to track events that are happening in the U.S. when the flashbacks occur);
- World History Timeline (to track events that are happening in Asia in the 1940's as the book flashes back)

EXPLORE

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

Key Questions

1. Look at the story on page 3-4. Based on what you read today how is that story ironic?
2. Jing-mei was asked to take her mother's place at the Mah Jong table. What kind of responsibilities do you think that honor carries with it?
3. How did the Joy Luck Club affect its member's lives in China and in the United States?
4. Jing-mei talks about the story her mother told her (pages 7-14). She said that it was the same story but over the years the ending grew darker—why do you think the ending changed over time? How do you think the truth changed Jing-mei and her mother?
5. The Hsu's home has not changed over time. Why is that significant to this portion of the story? (Think of relationships and friendships)
6. Look at page 19 where Jing-mei reflects on the elements and how they affect people. What combination of elements do you think you are? How can that help define you? What element would you like to have more of to help balance or strengthen you?

Analyze Analyze the key paragraph.

Key Passage, p. 19

"The elements were from my mother's own version of organic chemistry. Each person is made of five elements, she told me.

Too much fire and you had a bad temper. …

Too little wood and you bent too quickly to listen to other people's ideas, unable to stand on your own. …

Too much water and you flowed in too many directions…" (p. 19).

EXTEND

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

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Jing-mei's mother told her that people were made up of five elements. These elements define and shape a person's personality. If a person had too much of one element and not enough of another, they were out of balance and would not perform to their fullest potential. Re-read the key passage on page 19. The five elements are: wood, fire, earth, water, and metal. Brief descriptions of the elements are listed below:

Wood: Unpredictable, generous, passionate, and impatient, selfish and quick-tempered.

Fire: Cheerful, wise, creative, open-minded, and also rude, arrogant and indecisive.

Earth: Responsible, reliable, focused, and controlling, over-bearing and harsh.

Water: Sociable, peace-loving, patient and naïve, over-reliant, and self-indulgent.

Metal: Honest, intelligent, organized and lazy, cold and judgmental.

In today's journal, respond to the key paragraph by formulating a two-paragraph narrative essay. Your writing will include responses to the following questions: what ideas is the author trying to convey by comparing the elements to people? How does this comparison help you to understand the main character? What do you think is Jing-mei's element and why? What issues do you think she will have to tackle?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 2

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

How do you cope with death and loss? What support is there to help you deal with loss?

1. **Accepting the reality of you loss may be a slow and gradual process.** Take your time. There is no exact time frame that dictates how long you should be grieving or mourning for your loss. What works for one does not necessarily work for all.
2. **Be involved in burial and funeral planning**. Plan a service which is meaningful and special to you and your family. There are no hard and fast rules—do what works for you.
3. **Avoid major decisions** until you have recovered from the initial turmoil following a **death.**
4. **How to Deal with Children**: Tell the truth about what happened; answer questions in a straight forward manner; let the child participate in the family sorrow and in grieving rituals; protect the child from imagined quilt ("I was bad - it was my fault"); provide lots of love and reassurance.
5. **Accept Your Feelings**: You may find yourself experiencing a "roller coaster" of feelings for weeks and months after the loss. Don't try to escape these feelings. They are normal. You must go through them.
6. **Keep a Journal**: It may help to write down how you are feeling.
7. **Seek Help from Others:** Talk with a friend, someone you trust, and/or seek professional counseling.
8. **Nurture Yourself**: On a daily basis, do something good for yourself. Make it a habit. When you take care of yourself and your needs, then you will be better equipped to handle overwhelmingly sad and difficult situations.
9. **Hope and Healing**: It may take time and work, but you can survive a terrible loss. You may never completely get over the loss of a loved one, but you can live your life in the future with joy and perhaps with a new understanding and purpose.

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Jing-mei is going to have to cope with the loss of her mother. She is surrounded by friends and family, so she has a support group. However, as we read, we learn that her family and friends want her to return to China to meet her sisters. She will be faced with challenges as she decides whether to go or to stay.

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

savored (20)	delicacy (21)	camphor (21)	exasperated (22)	pretense (28)

READ

Review Review the timeline from the beginning every day.

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

p. 21-32

Setting	Characters	Pages
Back room at the Hsu's	Uncle George, Auntie Lin, Auntie Ying, Auntie An-mei, Jing-mei (June), Waverly Jong	21-32

RESPOND

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

Students might mention:

- After the meal, the men retire to play cards. The women wash their hands and go to play Mah Jong;
- Jing-mei can tell that her mother sat on the east. She senses emptiness to the side of the table;
- They start playing and Jing-mei explains she has never played Chinese Mah Jong before. The ladies explain to her the need for strategy;
- They continue to play and talk swapping stories and gossip;
- Jing-mei remembers the Hsu's trip to China. They took gifts for their family only to be met by a large extended family that all wanted gifts and money. They lost over $9000.00 to their family;
- The ladies try to reacquaint themselves with Jing-mei asking her about college and life;
- She remembers how she and Waverly (Auntie Lin's daughter) were always in competition;
- Jing-mei stands to leave and the ladies ask her to stay;
- They tell her about her sisters;
- Her mother had looked for them and found them before she died. After her death the ladies wrote to them. They collected money to give to Jing-mei so she can go to China and meet them;
- She is to tell them about their mother.

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

Map
Add to your map of China and San Francisco.

EXPLORE

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

Key Questions

1. The actions of all of the people at the Joy Luck party are predictable. Do you think that predictability lends a certain comfort to Jing-mei? Why?
2. Why is it significant that Jing-mei is sitting on the east?
3. Jing-mei says she talked to her mother in English and she answered back in Chinese. Do you think they were really speaking two different languages? What was the difference for them?
4. Jing-mei describes Auntie Ying as not being hard of hearing but being hard of listening. What is the difference between the two?
5. Jing-mei's mother and Auntie Lin use their daughters to compete against one another. Do you feel this type of competition is healthy? Why or why not?
6. How will sharing her mother's life help Jing-mei deal with her death?
7. How are the words "joy" and "luck" different to the mothers and the daughters?
8. The mothers' worry their grandchildren will be born without hope connecting them from generation to generation. Do you think that is a worry for all grandparents for specifically for children and grandchildren of immigrants?

Analyze Analyze the key paragraph.

Key Passage, p. 26

"Auntie An-mei and Uncle George were shaken down, not just for two-thousand dollars' worth of TVs and refrigerators but also for a night's lodging for twenty-six people in the Overlooking the Lake Hotel, for three banquet tables at a restaurant that catered to foreigners, for three special gifts for each relative, and finally, for a loan of five thousand Yuan in foreign exchange to a cousin's so-called uncle who wanted to buy a motorcycle but who later disappeared for good along with the money. When the train pulled out of Huangzhou the next day the Hsu's found themselves depleted of some nine thousand dollars worth of goodwill" (p. 26).

EXTEND

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

Today's writing prompt will be in the form of a "Dear Abby" advice letter. You will frame your response as if you were Jing-Mei writing a letter to Dear Abby and you are asking for advice about what she should do when she travels to China. Do you think she should even go? Do you believe it is Jing-Mei's responsibility to tell her two siblings about their mother? Furthermore, and as you know from today's reading, when Auntie An-mei and Uncle George visited family in China, their greedy relatives took advantage

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of their generosity and “used” all of their money. Jing-mei wants to make sure that does not happen to her.

Your response should be clear and concise as to give the best advice possible to Jing-mei. You will respond as if you are Dear Abby and give Jing-mei advice about what you think she should do to avoid the same outcome. Your response should be one full page in length. Include facts, opinions, quotations, and reasoning to help you convey your point.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 3

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally an logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is a dowry?
1: *archaic* **:** DOWER 1
2: the money, goods, or estate that a woman brings to her husband in marriage
3: a gift of money or property by a man to or for his bride
4: a natural talent
In today's reading, An-mei's mother is accused of leaving her home without taking her dowry from her marriage. She did not take possessions or pay respect to her dead husband and their ancestors. She left everything behind. To her family this was the ultimate sign of disrespect.

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

precious (33)	elders (34)	shrieked (35)	dowry (35)	traitor (36)

READ

Review Review the timeline from the beginning every day.

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

p. 33-41

Setting	Characters	Pages
An-mei's House in Ningpo China	An-mei , Popo, brother, auntie	33-36
An-mei's House in Ningpo China	An-mei, her mother, auntie, Popo	36-38
An-mei's House in Ningpo China (flashback to 1918)	An-mei, her mother, auntie, Popo	38-40
An-mei's House in Ningpo China	An-mei, her mother, auntie, Popo	40-41

RESPOND

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:

- An-mei's grandmother describes her mother as a ghost. She is not dead just someone they were forbidden to talk about;
- Popo told her stories to scare her into being obedient;
- As Popo was dying, she told An-mei of her mother. She told her to never talk of her. She said if she spoke her name it would be like spitting on her father's grave;
- Her auntie was violent with her and her brother and felt they were disrespectful like their mother;
- One day An-mei's mother arrived. She came standing tall and looking like a lady;
- Her auntie did not offer her tea or look her in the eye. When her mother looked at her she "saw her own face looking back at her."
- Her mother came to pay respects to her dying mother. An-mei's aunt kept telling her it was too late;
- An-mei's mother was waiting for her in her room. She began to brush her hair and run a scar that was on An-mei's neck;
- As she rubbed the scar memories flooded back to An-mei—she remembers a fight, her mother returning to the family as a number three concubine, and a hot pot spilling on An-mei, and her mother being sent away;
- Popo told An-mei that if she did not get better from her burn soon her mother would forget her;
- An-mei's mother had returned to be with her dying mother, she sat at her bedside. At her dying time the family gathered—An-mei's mother was in the corner making a soup. She cut a piece of her flesh to put in the soup. She was trying to cure her mother.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. How does Popo use storytelling to influence An-mei?
2. Why is this an effective form of discipline in their home?
3. What qualities make an unhappy house?
4. Why would An-mei's mother leave her and her brother?
5. What does it mean to lose face?
6. An-mei's mother returns to the home wearing tall shoes, standing tall, and well dressed how does or can this influence their family?
7. An-mei's aunt did not look at her mother in the face what does it mean when you do not make eye contact?

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8. Did remembering the day she got burned give An-mei clarity as to why her mother left them? Why is there shame in being a number three wife?
9. Do you agree with An-mei on ways to honor your mother page 41? What are ways you can honor your family without feeling pain?

Analyze Analyze the key paragraph.

Key Passage, p. 41

"Even though I was young, I could see the pain of the flesh and the worth of the pain" (p. 41).

EXTEND

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

An-mei begins to understand pain and how it can be beneficial. Most of the time when we think about the impact of pain we only see it from a negative perspective. However, in this situation An-mei sees that pain cannot only be worthwhile, but it can be courageous and honorable.

Think of the above quote and respond to it. What do you think An-mei meant when she could see the worth of the pain. Based on what you read today what was her mother trying to prove? Do you think that some types of pain can be worthwhile? In other words, can there be a painful event or experience from which you can learn and grow? Explain in a 2-paragraph narrative essay.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 4

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What does it mean to be tolerant?
1: to endure or resist the action of (as a drug or food) without serious side effects or discomfort: exhibit physiological tolerance for
2 a: to allow to be or to be done without prohibition, hindrance, or contradiction
b: to put up with <learn to *tolerate* one another>

In today's chapter, Lindo Jong is forced into an arranged marriage. She is forced to tolerate (does not like it, but puts up with it) this situation for fear of consequences that could be far worse. The marriage was arranged when she was just a 2-year old baby and she was sent to live with her future husband's family when she was 12 years old.

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

sacrificed (42)	matchmaker (43)	betrothed (44)	disgrace (45)	obedient (45)

READ

Review Review the timeline from the beginning every day.

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

p. 42-51 Lindo's Story Part one

Setting	Characters	Pages
San Francisco Area	Lindo Jong	42-43
Huang Taitai, China	Lindo's Childhood Home	43-48
Tyan-yu, China	Huang Taitai's home	48-51

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RESPOND

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

Students might mention:

- Lindo Jong is explaining promises and the need to see value in them;
- She flashes back to her village when she was two and her family was visited by the village "matchmaker";
- She was promised to Huange Taitai the mother of the boy she was forced to marry;
- She talks about the myth that girl babies are "worthless" she says it is untrue—*it depends on the kind of girl baby you are.*
- Once she was promised to the Huange's her mother stopped seeing her as her own daughter but as a possession belonging to someone else;
- Lindo did not meet her future husband until she was 8 or 9;
- She would then see him at village ceremonies—she was not in love she thought of him as a distant cousin;
- She moved to the house. It was built with too many opinions—in too many directions. There was no celebration when she arrived. She went to work in the kitchen so she could learn to be a good wife;
- She learned what kind of a husband he would be when he did his best to make her cry;
- She began to think her life was dependent on her husband's. When she turned sixteen her mother-in-law told her she was ready to welcome a grandson.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Why is Lindo afraid of her daughter's promises?
2. What does Lindo mean when she says, "No, it's not true about Chinese girl babies being worthless? It depends on what kind of a girl baby you are."?
3. On page 44 Lindo describes Tyan-yu's name in detail. Why do you think it was so important?
4. Youth in the city could choose their own wife's and husband's while in the country they were still using matchmakers. What do you think are the benefits and drawbacks of each? Which would you rather have?
5. Why did Lindo's family treat her like she did not belong to them anymore?
6. Both of the family's houses sat on the river. Lindo's house flooded and Tyan-yu's did not what circumstances led to Tyan-yu's house being saved. (think of economic situations)

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7. On page 51 Lindo describes her life and how she was a great cook and happy serving others. She realized they had washed their thinking into her. What did she mean by that? What was she missing?

Analyze Analyze the key paragraph.

Key Passage, p. 47

"You couldn't go to an insurance company back then and say, Somebody did this damage, pay me a million dollars. In those days, you were unlucky if you had exhausted your own possibilities. My father said we had no choice but to move them family to Wushi, to the south near Shanghai, where my mother's brother owned a small flourmill. My father explained that the whole family, except for me, would leave immediately. I was twelve years old, old enough to separate from my family and live with the Huangs" (p. 47).

EXTEND

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

Dear Abby,

My name is Lindo Jong. I am twelve years old and am writing you from China. I have been sent to live with the family of my future husband. This is an arranged marriage in which I have no say. It was arranged by my parents when I was two years old. I have heard of other young people in the cities refusing arranged marriages and marrying instead someone they are in love with.

Do you believe in arranged or marriages based on love, shared values, mutual interests and reciprocal respect and support? Do you think I am too young to get married? At what age do you think marriage is appropriate? How long should I get to know and date someone before I decide to get married? Do you think pre-marital counseling is a good idea? What advice can you give someone in my shoes?

Sincerely,
Too young Lindo

Pretend you are Abby. Respond to Lindo and give her advice about her situation. Think about her options and culture. What can she do to help her situation? Give her clear details and multiple suggestions in your writing. Your response should be between one half and a full page.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 5

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is an RSVP?
RSVP is an acronym for the French phrase “Réspondez s'il vous plaît” that translates to “please respond” or “respond if you please” It is standard and expected practice to reply to an RSVP request whether confirming or declining attendance. This courtesy will allow the host or hostess of the event to plan accordingly.

During this time in China, people did not RSVP, they just showed up to the party invited or not. As we read, you will find out that it was considered bad luck to have a wedding that had few guests.

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

elaborate (52)	RSVP (52)	banquet (52)	fate (54)	auspicious (59)

READ

Review Review the timeline from the beginning every day.

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

p. 51-63

Setting	Characters	Pages
Huang Tai-tai’s Courtyard	Huang Tai-tai, Tyan-yu, Lindo, matchmaker, wedding guest	51-55
Tyan-yu’s bedroom	Tyan-yu, Lindo, wedding guest	55-57
Huang Tai-tai’s House	Lindo, Huang Tai-tai, Tyan-yu, Lindo, matchmaker, servant	57-62
San Francisco	Lindo	62-63

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RESPOND

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

Students might mention:

- The Japanese were invading China. Lindo was to be married and no one came;
- She was married on an unlucky day: it rained, they were being invaded, no one came to the wedding;
- Before her wedding she realized that she had thoughts of her own and no one could take those away from her—her thoughts were strong, pure, and her own;
- After the wedding the wedding party pushed them to their "apartment", she was told to sleep on the floor;
- She slept on the floor for many months.
- Her mother-in-law began to get angry that she had no grandsons, she was then confined to bed;
- She began to realize that her husband did not desire her;
- Lindo came up with a plan to make her in-law not want her, need to get rid of her, and she would not shame her family;
- They gave her a ticket, money and her clothes;
- She came to America and married.
- She promised to never forget herself and she never did.

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

Map

Continue adding to your map.

EXPLORE

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

Key Questions

1. If the circumstances where different the day of the wedding and there would have been no "bad luck" do you think Lindo's marriage would have worked?
2. What does the thunder and bombs represent to the wedding and to Lindo's life?
3. Lindo realized she had genuine thoughts and that no one could take them away from her. Why did that give her power? What did she become?
4. Why was the candle that the matchmaker lit symbolic? Do you think there is power in symbols? Why? Give examples
5. Lindo realized she loved Tyan-yu, not as a wife but as a brother, and she wanted to protect him. Are there different types of love? What are they?
6. Why was having a grandson important to Huang Tiatia?
7. How does Lindo's dream help everyone?
8. Lindo promised never to forget herself. What does that mean what is she referring to? Why is it important to never forget yourself?

Analyze Analyze the key paragraph.

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Key Passage, p. 53

"I wiped my eyes and looked in the mirror. I was surprised at what I saw. I had on a beautiful red dress, but what I saw was even more valuable. I was strong. I was pure. I had genuine thoughts inside me that no one else could see, that no one could ever take away from me. I was like the wind" (p. 53)

EXTEND

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

When Lindo was two she was given to another to be married. She was sent away at 12 and married at 14. For the first time, Lindo saw herself and she realized her value and that she had power.

Re-read the Key Passage on page 53. **Write a three-paragraph narrative essay related to the key passage that includes the following:**

- **What ideas and values is the author trying to convey about Lindo, strength, and arranged marriages?**
- **What kind of power does she possess? Is it an inner strength?**
- **Does Lindo use this power to convince her parents that she does not want to be part of an arranged marriage, or does she use it in a different way?**

Use examples from today's reading to support your ideas and viewpoints.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 6

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
W3d.) Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is a rickshaw?
A rickshaw is a small two-wheeled cart that can seat about 1-2 people. Rickshaws are typically pulled by a person who runs in front. In some cases they can be attached to bikes and the riders pull them. They were a common form of transportation in China.

What is the Chinese Moon Festival?

The Chinese Moon Festival is on the 15th of the 8th lunar month. It's also known as the Mid-autumn Festival. Chinese culture is deeply imbedded in traditional festivals. Just like Christmas and Thanksgiving in the West (as in many countries that are west of China), the Moon Festival is one of the most important traditional events for the Chinese.

The Moon Festival is full of legendary stories. It is a romantic way to express your love and devotion. Couples would sit together outside and watch the full moon. If they could not be together, wherever they were, they would look at the moon at the same time. This is a symbolic way of being together in spirit. It is also an occasion for family reunions. When the full moon rises, families get together to watch the full moon, eat moon cakes, and sing moon poems. With the full moon, the legend, the family and the poems, you can't help thinking that this is really a perfect world. That is why the Chinese are so fond of the Moon Festival.

The moon cake is the food for the Moon Festival. They can either be round or rectangular in shape. It is a very popular snack. It is a Chinese tradition to eat the moon cake at night when you can see a full moon in the sky.
http://chineseculture.about.com/library/weekly/aa093097.htm

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

selfish (64)	recollection (65)	acrid (65)	pungent (65)	consequence (68)

READ

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Review Review the timeline from the beginning every day.

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

p. 64-74

Setting	Characters	Pages
Ying-ying's house in Wushi, China	Ying-ying, her amah	64-67
Ying-ying's house in Wushi, China	Ying-ying, her amah, family from the north, half-sister number 2 and half sister number 3	68-71
Rickshaw going to lake	Ying-ying, her amah, family from the north, servants	71-72
Boat on Tai Lake	Ying-ying, her amah, family from the north, servants	72-74

RESPOND

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

Students might mention:

- Ying-ying remembers her childhood in China;
- She realizes that she has been keeping her nature hidden and became lost in herself;
- She remembers her first festival of the moon and telling the moon lady her secret wish;
- It was hot in China during the festival and everyone was miserable. Her extended family had come from the north to celebrate on the lake;
- She is told by her amah that the day was a special celebration and she had to behave and not shame her amah or mother;
- She is dressed in ceremony clothes;
- The family finally loads onto the rickshaws to go to the lake. Her amah loves her like her own but she decides to ride with her mother which hurts her amah;
- They get to the boat and she and her sisters run away to explore;
- They see the servants preparing meals, fishing, and cleaning;
- It is hot on the boat and on the water, they feast on cool foods, and lay to nap during the afternoon heat;

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Ying-ying talks of losing herself. What does it mean to lose self?
2. Why does Ying-ying feel that her daughter's life is foolish?

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3. On page 68 Amah talks of a wish as being something you want but cannot ask. She says, "If you ask your wish becomes a selfish desire." What do you think a wish is? How can wishes help you?
4. Ying-ying is number one sister. What circumstances make her number one? What does it mean to be the number one daughter?
5. Ying-ying's amah did not teach her to think of other people's feelings. Do you think it is the role of the nursemaid to teach such lessons? Why is it important to teach children to think of others?

Analyze Analyze the key paragraph.

Key Passage, p. 68

"'What is a secret wish?'
'It is what you want but cannot ask,' said Amah.
'Why can't I ask?'
'This is because... because if you ask it... it is no longer a wish but a selfish desire, said Amah. 'Haven't I taught you—that it is wrong to think of your own needs? A girl can never ask, only listen'" (p. 68).

EXTEND

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

Amah describes the role of the Moon Lady for women in China. It is a woman's place to listen to others and to think of others before themselves. However, it is important to have wishes. Consider this... what do you want for yourself? Can you name it? If you tell others do you risk failure and being laughed at?

Place yourself in China during the Moon Festival. Yes, that's right…you are halfway around the world in the world's most populous country. You have an opportunity to celebrate with the locals and make your wish known to the Moon Lady. What do you want? Write two paragraphs describing what you really want from life, school, and your family. Include one wish for yourself. Also include your thoughts/opinions from Amah's perspective. Do you agree or disagree with her belief that it is wrong to think of your own needs? Clearly state your pro or con position.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 7

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is the principle of Yin and Yang?
The principle of **Yin and Yang** is a fundamental concept in Chinese philosophy and culture in general dating from the third century BCE or even earlier. This principle states that all things exist as inseparable and contradictory opposites, for example female-male, dark-light and old-young. The two opposites attract and complement each other and each side has at its core an element of the other (represented by the small dots). Neither pole, or opposite, is superior to the other pole; as an increase in one brings a corresponding decrease in the other, a correct balance between the two poles must be reached in order to achieve harmony.

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

askew (74)	erupted (75)	crimson (76)	wailing (78)	scolded (78)

READ

Review Review the timeline from the beginning every day.

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

p. 74-83

Setting	Characters	Pages
Boat on Tai Lake, China	Ying-ying, her amah, family from the north, Servants	74-78
Small boat on Tai Lake	Ying-ying, four strangers that picked her up	78-80
Shore of Tai Lake	Ying-ying, crowd watching the Moon Festival	81-83

RESPOND

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

Students might mention:

- Ying-ying woke from her nap and started wondering on the boat;
- She went to the back and watched boys fishing with a crane, a lady cleaning fish;
- While she was in the back she got dirty and bloody from the fishing. She became frightened of what her amah and mother would say. She put her hand in a bucket of blood and rubbed more on her jacket;
- Her amah found her and got very angry. She quickly took her out of her clothes and put her in a separate place on the boat;
- Ying-ying watched the water and her shadows and finally saw the Moon Lady;
- People began to celebrate and setting off firecrackers. Ying-ying fell into the water unnoticed;
- 3 men and a woman fished her out. They tried to find the boat she belonged on. When they failed they left her on the shore;
- Ying-ying was in some bushes and a performance of the Moon Lady began. She did not understand it all but she was entranced by it. She realized what she wished for;
- After the performance ended she ran to the Moon Lady to tell her—her wish;
- When she finally caught up with her she found out that the Moon Lady in the performance was really a man.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. How did the boys on the raft make their living? Why did Ying-ying envy them?
2. How does Ying-ying's life differ from that of the boys who were fishing? Do you think she understands the difference between them?
3. Why do you think she decided to rub more blood and dirt on her clothes?
4. Why didn't her mother come to her?
5. If you were alone on the back of the boat for your first Moon Festival what would you wish for?
6. Why couldn't Ying-ying find the boat from which she fell?
7. What would you have done if you found a young girl in the water in the middle of the night? Do you feel the people who helped her acted with integrity? Why?
8. What do you think was Ying-ying's wish?
9. Why did the Moon Lady become a man?

Analyze Analyze the key paragraph.

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Key Passage, p. 82

"At the end of her singing tale, I was crying, shaking with despair. Even though I did not understand her entire story, I understood her grief. In one small moment, we had both lost the world, and there was no way to get it back" (p. 82).

EXTEND

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

Ying-ying is moved by the Moon Lady. She feels she knows what it is like to lose her world.

Write a 6-8 sentence narrative paragraph. Based on today's reading what world do you feel that Ying-ying is referring to? Support your position with examples from the novel. Do you think that Ying-ying will find her world again? What else did she lose when she got lost? Did she eventually find it?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 8

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing context and point of view and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is the history of chess?
The **history of chess** spans some 1500 years. The earliest predecessors of the game originated in India, prior to the 6th century AD. From India, the game spread to Persia. When the Arabs conquered Persia, chess was taken up by the Muslim world and subsequently spread to Southern Europe. In Europe, the game evolved into its current form in the 15th century. In the second half of the 19th century, modern tournament play began, and the first world chess championship was held in 1886. The 20th century saw great leaps forward in chess theory and the establishment of the World Chess Federation (FIDE). Developments in the 21st century include the employment of computers for analysis, which actually based back in the 70's with the very first programmed chess games on the market. Also team consultations and online gaming appeared in the mid 90's.

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

invisible (89)	imparted (89)	fragrant (90)	elude (90)	scampered (91)

READ

Review Review the timeline from the beginning every day

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

p. 87, 89-96 Waverly's Story part one

Setting	Characters	Pages
Waverly Place; Chinatown	Lindo, Waverly, Vincent, neighborhood children	89-92
First Chinese Baptist Church	Lindo, Waverly, Vincent, Winston, church members	92-94
Waverly Place; Waverly's home	Lindo, Waverly, Vincent, Winston	94-96

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RESPOND

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

Students might mention:

- Waverly's mother worked hard to teacher her lessons—she wanted them to learn to rise above their circumstances;
- The children did not know they were poor; her bowl was full, she was supported and loved, and their home was warm;
- They played in the alley behind their home; going on adventures and exploring their neighborhood;
- They attended the Christmas Party at the local church;
- Vincent picked the chess set—Waverly choose wisely and got a lifesaver set.
- Lindo thought they should throw the set away since it was not complete;
- The boys played and taught Waverly. She wanted to know why things happened;
- She began to learn and studied books about chess;
- She learned the game is full of secrets and strategy.

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

Map

Based on today's reading, create a map of Waverly Place. Identify the places on Waverly's street. Add to it throughout the following weeks, in addition to continuing your map and historical timeline.

EXPLORE

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

Key Questions

1. Why was the lesson in *invisible strength* that Waverly's mother taught her so important?
2. How did Lindo teach her lessons?
3. Why was it important to Lindo to teach her children to rise above their circumstances? What do you think she wanted them to know?
4. Based on what you know about the family were they really poor? What do you think the difference between rich and poor is? Can you be rich without a lot of money?
5. The church made sure the families had a Christmas. They sometimes got gifts that were not complete. Is it better to donate nothing than something that is not complete?
6. As they learned the rules of chess Waverly wanted to know "why" things happened. Is there value in questioning things and people? What?
7. Lindo talks about knowing the rules, page 95. In a new situation how do you learn the rules? Do you ask, follow along with others? Read and figure them out yourself? How does that strategy help you?

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Analyze Analyze the key paragraph.

Key Passage, p. 95

"'This American Rules,' she concluded at last. 'Every time people come from foreign country, must know rules. You not know, judge say, Too bad, go back. They not telling you why so you can use their way go forward. They say, don't know why, you find out yourself…'" (p. 95).

EXTEND

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

Lindo was comparing chess rules to rules in general. She thinks that you should be told the rules, and then be told why things are that way. She thinks there would be more understanding if someone tells you *why.* Waverly, however, learned the rules and why she was learning figured out the *why.* Because she figured out the *why* herself she knew the rules of chess backward and forward. Think about this comparison.

Based on today's reading and your own knowledge, who do you think is right in this situation? Do you agree with Lindo or Waverly? Should people be told the rules and why they're important or do you think they should be told the rules and find out on their own that they are important? How do you learn better—by being told or by learning and exploring? Which is better? In your opinion, is what you choose always the best option, or does it matter on the circumstances?

Write a two-paragraph narrative that explains your views. Use information from today's reading to support your reasons.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 9

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

Why is it important to apologize and to take actions to make things right?
We all make mistakes. It is human. Making mistakes is the easy part. The hard part is apologizing and making things right. If you do not change your behavior after you apologize, you will risk the trust and respect others have in you.
There is an effective way to apologize:

1) Identify the behavior that you are apologizing for;
2) Tell the other person what the behavior was that was wrong or why you are apologizing;
3) Be sincere when you say you are sorry;
4) Ask the other person how you can repair the mistake;
5) Follow through with your sincerity and make sure you change your behavior and don't make the same mistake again.

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

detoured (96)	benevolent (97)	prodigy (99)	concealed (100)	trinkets (102)

READ

Review Review the timeline from the beginning every day.

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

p. 96-103 Waverly's Story Part Two

Setting	Characters	Pages
The park	Waverly, Lindo, men in the park, Lau Po	96-98
First Tournament	Lindo, Waverly, chess players	98
Waverly Place	Lindo, Waverly, Vincent,	98-100
China Town	Waverly, Lindo, people on street, family	100-103

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RESPOND

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

Students might mention:

- Waverly started going to the park to watch the men play chess;
- One day she returned with her brothers chess set and Lifesavers and asked Lau Po to play;
- He beat her many times but she learned strategies from him;
- Over the course of the summer she started winning and people would stop and watch her play;
- It was suggested that she start playing tournaments;
- The rules at home changed—she no longer had to do chores—she just played chess;
- She no longer played with other kids or her brothers—she would just learn strategies;
- Waverly played and won many tournaments—she began to get sponsors;
- Soon her mother was parading her around and announcing that she was Waverly Jong;
- Waverly was embarrassed and yelled at her mom;
- She ran away from her mom. When she returned home her mother told the others to not care for her since she did not care for them.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. How did Lau Po mentor Waverly?
2. After she learned what she could from Lao Po she went out on her own. Is that an important quality for a mentor? Why?
3. Is learning chess etiquette just as important as learning how to play the game? Why?
4. How did the rules change at home? Do you think it was right for Lindo to treat Waverly different? Why or Why not?
5. "Is shame you fall down nobody push you," said my mother page 98. What do you think Lindo meant when she said this to Waverly?
6. By nine, Waverly was a national chess champion. Is that too much pressure for a child to be under? Why?
7. If you were Lindo would you be concerned that Waverly no longer played in the alley or with her brothers? Why? Is it important for children to be children? When do you think children should be allowed to compete like Waverly did?

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Analyze Analyze the key paragraph.

Key Passage, p. 103

"Her black men advanced across the plane, slowly marching to each successive level as a single unit. My white pieces screamed as the scurried and fell off the board one by one. As her men drew closer to my edge, I felt myself growing light. I rose up into the air and flew out the window. Higher and higher, above the alley, over the tops of the tiled roofs, where I was gathered up by the wind and pushed up toward the night sky until everything below me disappeared, and I was alone.
I closed my eyes and pondered my next move" (p. 103).

EXTEND

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

Waverly had a fight with her mother about how her mother seems to hover over her when she is practicing her chess moves and how she introduces her to others they come upon when shopping on Saturday in the market. Now she doesn't know what to do. Do you think that Waverly was right to be embarrassed by her mother? Much of their argument was based on a misunderstanding.

Based on their argument on page 100-103, who do you think is right? **Write a 6-8 sentence narrative paragraph that explains who you think is right, defend your reasons with information from today's reading, your past experiences, facts, and quotes. Tell what you think the other person should do to correct this situation.**

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 10

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is feng shui?
This is a simple question that can be difficult to answer. Feng shui is an ancient art and science developed over 3,000 years ago in China. It is a complex body of knowledge that reveals how to balance the energies of any given space to assure health and good fortune for people inhabiting it.
Feng means *wind* and **shui** means *water*. In Chinese culture wind and water are associated with good health, thus good feng shui came to mean good fortune, while bad feng shui means bad luck, or misfortune.
Feng shui is based on the Taoist vision and understanding of nature, particularly on the idea that the land is alive and filled with Chi, or energy.
The ancient Chinese believed that specific land's energy could either make or break the kingdom, so to speak. The theories of yin and yang, as well as the five feng shui elements, are some of the basic aspects of a feng shui analysis that come from Taoism.
Source: http://fengshui.about.com/od/thebasics/qt/fengshui.htm

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

executioner (104)	whittle (104)	morbid (105)	feverishly (106)	façade (110)

READ

Review Review the timeline from the beginning every day.

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

p. 104-115

Setting	Characters	Pages

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Oakland, CA	Ying-ying, Lena, father	104-110
San Francisco, CA	Ying-ying, Lena, father	110-115

RESPOND

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

Students might mention:

- Lena is recalling how her grandfather died. She wants to know details so she can learn to face the worst. Her mother feels she is morbid. Lena doesn't know the secrets her mother hides;
- When Lena was five she tried to find out what her mother hid—she found her in the basement with the door barricaded;
- Her mother told her a story about an evil man that lived in their basement. Lena began to have dreams about horrible things that could happen;
- Lena is half Chinese. She does not look it though—she has qualities from both parents. . .she doesn't fit in either culture;
- Ying-ying never spoke of her life in China. In one picture she is wearing a Chinese dress with an American jacket. She looks displaced;
- Lena's mother is scared of people she meets on the street. She makes sure Lena is holding her hand. She doesn't want anything bad to happen;
- They were walking down the street and a man came and grabbed her;
- She became so paranoid she would barely leave the house;
- She began to rearrange the house over and over. She said the house was out of balance. Because it was on a hill they were always being pushed backwards;
- Lena didn't know what to think. She asked her dad. He said Ying-ying was just "nesting".

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. On page 105, Lena thinks it matters to know the worst thing that can possibly happen to you. Do you think that things happen to you or do you make things happen? If you knew something bad MIGHT happen would it change how you live? Why or why not?
2. Lena is half Chinese and half English-Irish. Do you think her culture is lost because she has so many influences? Can you be loyal to more than one culture? Or is she American?
3. What does it mean to be American?
4. Why do you think Lena's mother never talked about her life in China?
5. Immigration declared Ying-ying a displaced person. Do you think that affected her ability to have a sense of self?

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6. Ying-ying is scared to let Lena walk by herself. What factors contributed to this fear for her? Do you think they are valid? Can you protect your child all of the time?
7. The house they bought in San Francisco was on a hill and Ying-ying said it was without balance. Why is balance important in life?
8. How do you achieve balance for yourself? If you are out of balance what happens or can happen?

Analyze Analyze the key paragraph.

Key Passage, p. 112

"She whispered something in Chinese about things 'not being balanced,' and I thought she meant about how things looked, not how things felt. And then she started to move the larger pieces: the sofa, chairs, end tables, a Chinese scroll of goldfish" (p. 112).

EXTEND

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

Ying-ying feels their house on the hill is out of balance. She refers to many principles of feng shui. She is not only referring to the house but is referring to their life when she makes this statement.

Balanced living is achieved when you can offset negative events in your life with positive experiences. It also occurs when you can see the light at the end of the tunnel. Below are five suggestions to help you develop a balanced life.

1. Awareness-Appreciate who you are right now and find you in your life. Be mindful of what you have.
2. Body maintenance-Take care of it. Make healthy choices. Eat a balanced diet, stay active, rest when your body needs it and pamper it once in a while.
3. Be creative-This doesn't mean you need to be an artist. Approach your challenges with a creative mind. In other words, think of positive ways to solve the issues at hand.
4. Patience-Breathe deeply, think about the situation, give others the same courtesy. Realize that some things will be not fixed over night.
5. Simplicity-Keep things simple. Organize your priorities. Do what you can. Don't overbook or overwhelm yourself. Remember you are human.

Write a 6-8 sentence narrative paragraph about balance. What do you think it means to live a balanced life? How important is balance for you? What affects does living a life out of balance have on you? Do you think you can achieve full success if you don't have balance? Write today's paragraph based on your prior experiences. You can use basic principles of feng shui that you learned about today to help defend your opinion.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 11

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is a ghost?
A ghost is the soul of a dead person thought of as living in an unseen world or as appearing to living people.
A mental representation of some haunting experience; "he looked like he had seen a ghost"; "it aroused specters from his past", “My mother was now always “resting” and it was as if she had died and become a living ghost.”

In this chapter, Lena recalls her life growing up and her mother seemed to be haunted by a ghost. As the story progresses, Lena learns her mother’s story and begins to understand how her decisions haunt her. Her mother sacrificed her spirit in hopes that Lena would find hers.

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

solemn (115)	accusations (116)	curious (118)	stagnant (119)	swagger (119)

READ

Review Review the timeline from the beginning every day.

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

p. 115-121

Setting	Characters	Pages
Hospital in San Francisco	Lena, Ying-ying, her father, Auntie Su, Uncle Canning	115-117
Lena’s apartment in San Francisco	Lena, Ying-ying, her father	117-118
Lena’s apartment in San Francisco	Lena, father, Teresa, Ying-ying, Teresa’s mother	118-121

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RESPOND

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

Students might mention:

- Lena's parents friend came to pick her up and take her to visit Ying-ying in the hospital;
- When she got there her mother was very upset and talking to herself in Chinese;
- Lena's father wanted her to translate but she could not—the things her mother said she could not make anything up to make him feel better;
- She talked about how the baby was born deformed;
- He had no thoughts . . .much like she had no thought when she killed her other son;
- When they got home her mother became a living ghost. She was living at the house but did not interact with anyone;
- Ying-ying would get lost in her thoughts or just lay in bed;
- Teresa the girl next door came in to sneak back home through Lena's window.
- For months Lena had hear Teresa and her mother fight. She thought she had a horrible life;
- When Teresa returned home she heard her and her mother fight again, this time they talked about how scared they were and that they loved each other;
- For the first time Lena realized that she wanted her mother to be something more than a ghost in their house.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Why did Ying-ying feel the loss of the baby was her fault?
2. Why didn't Lena want to tell her dad what Ying-ying was really saying?
3. Do you think she could have protected her father from this situation if she would have been accurately translating for her mother instead of making things up as she had been?
4. Can you be a ghost and still be living? How?
5. Do you think Lena and her father could have done more to help her mother? What?
6. Lena had been hearing Teresa and her mother fight for months and she felt bad for them. However when her mother found her Teresa and her were shouting with love. Lena found this hopeful. Why do you think she found hope in their situation?

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7. Lena's mother experienced the worst. After that there is no worst possible thing. What do you think the author meant by this statement? How can this thought give you hope?

Analyze Analyze the key paragraph.

Key Passage, p. 121

"The mother nodded: 'Now I have perfect understanding. I have already experienced the worst. After this, there is no worst possible thing.'

And the daughter said, 'Now you must come back, to the other side. Then you can see why you were wrong.'

And the girl grabbed the mother's hand and pulled her through the wall" (p. 121).

EXTEND

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

Lena's mother has been lost. For years her soul has been washing away. She is a living shell present in her life but not experiencing it. Lena feels she has experienced the worst. Lena's mother and Lena believe that there is nothing worse than what she has experienced.

What do you think Lena is trying to convey to her mother? How does she know that she has experienced the worst? Is it perception?

Write a 6-8 sentence narrative paragraph explaining the quote above. Support your explanation with details from the text. Do you think Lena is right: If you have experienced the worst there is nothing more devastating beyond that? Why?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 12

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

Why is the Chinese birth date different from the American birth date?
In the United States, when a child is born, he or she is zero years old. In Chinese culture, babies are already one-year-old when they are born. Since the period of pregnancy can vary, the age of the child is considered to be one year at the time of birth. In the traditional Chinese age counting system, your age increases by one year on the Chinese News Year and not on the day of your birthday. A polite way to figure out a person's age is to ask a person's Chinese zodiac sign. There are 12 animals in the Chinese zodiac and knowing a person's Chinese zodiac sign is an easy way to calculate a person's age. The number of days per year is less in a Chinese calendar. Therefore, when compared to English Calendar, you'll be older according to the Chinese year calendar.

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

wedged (122)	chagrined (123)	brashness (123)	verbatim (125)	obsessing (126)

READ

Review Review the timeline from the beginning every day.

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

p. 122-132

Setting	Characters	Pages
Rose's house	Rose, her mother	122-123
Polo Field; Golden Gate Park	Rose, Ted, Mrs. Jordan	124-125
Rose's House, Ashbury Heights	Rose, Ted	125-128
Beach near San Francisco	Rose, her family	128-132

RESPOND

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:

- Rose is at her mother's house. She is trying to tell her she is going to get a divorce;
- Her mother wants her to fight the divorce even though she did not support the marriage;
- When she first met her husband's family his mother told her that they were happy she was their son's friends but she did not want him to marry someone that was a minority;
- Ted was angry at her for letting his mom dictate their relationship, he wanted her to fight for something;
- As their marriage progressed she lost her ability to have an opinion or make a decision—after years of this he decided to ask for a divorce;
- Rose remembers going to the beach with her family when she was little;
- She was in charge of the four little kids. She began to follow the littlest down the beach;
- Her mother felt that you learn responsibility by taking care of others.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Rose's mother kept a bible wedged under the table leg to correct the imbalances of life. If life is not balanced how can it affect you?
2. Rose's mother did not approve of her marriage to Ted but she wants her to fight the divorce. Based on what you read today about Rose why should she fight the divorce?
3. Rose's mother is shocked when she brings Ted home: "'He is American.'" "'I am American too,'" was her response. What does it mean to be American?
4. Why didn't Mrs. Jordan want Ted to be involved with Rose? What kind of challenges do interracial relationships face?
5. Ted was angry that Rose did not stand up for their relationship to his mother what does this tell you about Rose's character?
6. Rose was never able to make a decision in her marriage or stand up for her beliefs. Why is it important to be able to have an opinion and convictions? What can happen if you don't?
7. Rose's mother feels that you learn responsibility by caring for others. What ways have learned responsibility? How can you teach responsibility to others?
8. Based on the scene so far, predict what will happen to Rose as she watches her brother on the beach.

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Analyze Analyze the key paragraph.

Key Passage, p. 128

" . . .And although my father was not a fisherman but a pharmacist's assistant who had once been a doctor in China, he believed in his *nengkan,* his ability to do anything he put his mind to" (p. 128).

EXTEND

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

Rose's father has *nengkan,* which means he believed in himself and that he could do anything that he put his mind to. Many people have abilities, but if we do not believe we are good enough or can use them or try to use them, they will go to waste. Think of a time you really wanted something and believed you could do it.

Write a 6-8 sentence narrative essay describing your situation. Think about the following questions as you write: What did you want? How did believing in your abilities help you achieve your goal? Why is it important to believe in yourself?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 13

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is the difference between fate and faith?
Fate is:
1. something that unavoidably befalls a person; fortune; lot: *It is always his fate to be left behind.*
2. belief that is not based on proof: *He had faith that the hypothesis would be substantiated by fact.*
3. the obligation of loyalty or fidelity to a person, promise, engagement, etc.: *Failure to appear would be breaking faith.*
http://dictionary.reference.com/

In today's reading, Rose's mother had much faith in god and the earth principals. She went looking for Bing and giving sacrifices to the sea with the faith that he would be returned to her. When she realized that he was not coming back, she accepted her fate that she had lost her son.

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

manifest (132)	ripple (133)	forbid (134)	grieve (135)	ancestral (137)

READ

Review Review the timeline from the beginning every day.

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

p. 132-140

Setting	Characters	Pages
The beach south of San Francisco	Rose, her family	132-134
The beach south of San Francisco	Rose, her family, the rescue people	134-135

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The family home in San Francisco	Rose, her family	135-136
The beach south of San Francisco	Rose and her mother	136-139
The family home in San Francisco	Rose and her mother	139-140

RESPOND

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

Students might mention:

- Rose's mother was busy keeping the family belongings sand free, her father was fishing, the kids were playing, and Bing was trying to go see his father on the reef;
- Rose was glad her father was going to watch him for a while. She sat and watched him walk toward him;
- Her brothers started fighting, her mother told her to help the boys, in an instant her brother Bing fell into the water;
- The family started searching for him, the rescue crews looked until it got dark. Her sisters called for him—like he was lost and would show up again;
- The family went home. Rose expected to be beaten. The entire family tried to accept blame;
- The next morning Rose and her mother went back to the beach to search for him;
- Her mother brought offerings to the sea in hopes that her faith would help release him;
- In an instant, her mother realized that Bing was not coming back—however she had faith until the end and then accepted her fate;
- After reminding her of this story, Rose's mother told her she needed to fight for her marriage;
- Her mother wants her to have a voice.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. The scene starts out very peacefully then it ends with Bing in the water. What factors contributed to him drowning?
2. What could have been done to help save Bing?
3. The family was sent home to grieve. Do you think it was fair to send them home alone? What could have been done to help them?
4. Rose was expecting blame but everyone in the family accepted blame for themselves. What were they doing? How does that help people?

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5. Rose and her mother returned to the beach the next day. Why do you think her mother only took Rose? What was her mother hoping to do?
6. What is the difference between fate and faith? How can each help you?
7. Do you believe in fate and faith?
8. What circumstance made Rose's mother give up?
9. Why was it important to her mother that Rose fight for her marriage?
10. What does it mean to have a voice? Has Rose found hers yet?

Analyze Analyze the key paragraph.

Key Passage, p. 139-140

"I know now that I never expected to find Bing, just as I know now that I will never find a way to save my marriage. My mother tells me, though, I should still try.

'What's the point?' I say. 'There's no hope. There's no reason to keep trying.'

'Because you must,' she says. 'This is not hope. Not reason. This is your fate. This is your life, what you must do?'

'So what can I do?'

And my mother says, 'You must think for yourself, what you must do. If someone tells you, then you not trying'" (p. 139-140).

EXTEND

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

Rose's mother wants her to fight for her marriage. She wants her to think for herself, to stand up for herself, and to fight for herself. She wants her daughter to be strong. Why do you think it is important to be able to think for yourself and to have inner strength?

Write about a time that you were in a situation that you had to stand up for yourself, fight for yourself, and to have inner strength. What happened? In two narrative paragraphs describe your situation. Besides yourself, who else was involved? What did you have to do? What was the result? Be as descriptive (provide as many details as possible).

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 14

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is a compromise and why is it important?
Compromise is a basic negotiation process in which both parties give up something that they want in order to get something else they want more. Compromises usually occur in win-lose situations -- when there is a fixed pie to be divided up, and whatever one side gets, the other side loses. In compromise situations, neither side gets all of what they really want, but they each make concessions in order to reach an agreement that is acceptable to both. Finding compromise or a middle ground is an important skill. There are times in life that we don't get everything we want. It is important to be able to give up certain things in order to work with people. In today's reading Jing Mei and her mother both have separate ideas of what they want. Instead of reaching an agreement neither one gives in. The situation ends up with hurt feelings and no resolution.

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

instantly (141)	dainty (142)	indignity (142)	curtsy (145)	encore (146)

READ

Review
Review the timeline from the beginning every day.

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

p. 141-155

Setting	Characters	Pages
Jing-mei's childhood home	Suyuan Woo (Mama), Mr. Cheng, Jing-mei	141-146
Old Man Chong's	Jing-mei, Mr. Chong	146-149
The Recital	The Joy Luck Club, Jing-mei, Suyuan Woo, Mr. Cheng	149-152
Jing-mei's childhood home	Uncle Tin, Jing-mei, Suyuan Woo	152-153
Jing-mei's parents home	Suyuan Woo, Jing-mei	153-155

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RESPOND

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

Students might mention:

- Jing-mei recalls how her mother thought she could be anything;
- Suyuan Woo was trying to make her a prodigy of anything she could think of: singer, dancer; piano player;
- Each night she would look in magazines and tell her about other child prodigy's—she would test her knowledge about current events and facts to see if she was smart enough;
- Jing-mei was frustrated and couldn't figure out why her mom didn't like her the way she was;
- Her mother became fascinated by music—she soon traded piano lessons for house cleaning so Jing-mei could learn to play;
- Jing-mei's piano teacher, Mr. Chong, was deaf and could not hear what she played;
- She didn't try—she just got by;
- Her mother and Mr. Chong signed her up for a recital. When it was her turn she started out good but then played all of the wrong notes;
- Mr. Chong thought she did great but everyone else heard how bad she was. She embarrassed her mother.
- When they got home her mother said nothing. Two days later she told Jing-mei to practice. They got in a fight. Jing-mei told her she wished she had never been born or she was like the twins who died.
- Years later her mother gave her the piano for her thirtieth birthday.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Jing-mei's mother believed you could be anything you wanted to be in America. Do you agree with her? Why or why not?
2. Besides being in America what does it take to be great?
3. Was Jing-mei's mother being fair to push her to be a prodigy?
4. If you were her mother what would you want for your child?
5. Why is it ironic that Mr. Chong cannot hear?
6. Do you think Mr. Chong was a good teacher? What qualities should a good teacher have?
7. Why do you think Jing-mei's mother didn't get mad once they returned home?
8. What does Jing-mei's mother want for her?
9. Do you think offering the piano to Jing-Mei was a sign of forgiveness? Why?

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Analyze Analyze the key paragraph.

Key Passage, p. 153

"'You want me to be someone I'm not!' I sobbed. 'I'll never be the kind of daughter you want me to be!'

'Only two kinds of daughters,' she shouted in Chinese. 'Those who are obedient and those who follow their own mind! Only one kind of daughter can live in this house. Obedient daughter!'" (p. 153).

EXTEND

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

Jing-mei's mother says there are only two types of daughters: "'Those who are obedient and those who follow their own mind.'" Think about and brainstorm the good and bad qualities of each.

Obedience means you are compliant and reverent; willing to obey your parents or other authority figures. Jing-mei's mother wants an obedient daughter. Based on your brainstorming, which kind of daughter do you think is better? What types of qualities would that daughter have and why do you think they would be important? Do you think you can have an obedient daughter who follows her own mind?

As you write your two-paragraph narrative response include support for your ideas from your experiences and use facts from today's reading.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 15

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What are the measles and how do they affect you?

Measles is a very contagious infection that causes a fever, runny nose, coughing, and a rash all over your body. It is also called rubeola or red measles. It is very rare in the United States because most children get the vaccine as part of their regular childhood shots. For every 1000 case of measles in children, about 2 will die. Adults can get measles if they are not vaccinated.

Measles is caused by a virus. It is spread when an infected person coughs, sneezes, or shares food or drinks. The measles virus can travel through the air. This means that you can get measles if you are near someone who has the virus even if that person doesn't cough or sneeze directly on you.

You can spread the virus to others from 4 days before the rash starts until 4 days after the rash appeared. The virus is most often spread when people first get sick- before they know they have it.

Source: **http://children.webmd.com/tc/measles-rubeola-topic-overview**

In today's reading, Lena is convinced she willed her obnoxious neighbor boy to die because he was mean. In reality he had a complication to measles that he had as a child. Because she had so many mean thoughts she was convinced it was her fault he died.

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

mysterious (161)	embezzlement (161)	impatient (162)	torment (164)	lethargy (167)

READ

Review Review the timeline from the beginning every day.

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

p. 159, 161-167

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Setting	Characters	Pages
Car going to Lena's House	Lena, Harold, Lena's mother	159-163
Lena and Harold's House; Woodside	Lena, Harold, Lena's mother	163-167

RESPOND

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

Students might mention:

- Lena reflects to her mother's ability to predict things before they happen;
- She is not able to predict natural disasters just things that happen to people based on everyday events;
- Lena takes her mother to their new home, a converted bard in a remote location;
- Her mother finds fault in most of it. Harold continues to defend the home and the cost;
- Harold and Lena's relationship is not good. Lena feels that it is because her mother predicted it when she was 8;
- Her mother told her that if she did not eat all of her food she would marry a bad man with pocks on his face. Lena was convinced she would end up marrying Arnold, a mean boy down the street who had pock marks on his face;
- She stopped eating and willed something bad to happen to him;
- Five years later, her father read about his death in the paper. She was convinced it was her fault. She gorged herself then purged to try and make herself feel better.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Why did Lena's mother see the mirror at the foot of the bed as bad luck? Do you think she is just superstitious or does she have a valid point? Do you have things like that you believe in? What?
2. How does Lena let her mother's superstitious ways affect her?
3. Lena and her husband seem to fight over stupid and insignificant things. Is it healthy to fight? Why? Why do you think she will pretend that nothing is wrong while her mom is there?
4. Her mother told her that if she did not eat all of her rice she would marry a bad man. What is wrong with this kind of a threat to a child? How did it affect Lena's decisions as she grew up?

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Analyze Analyze the key paragraph.

Key Passage, p. 164

"...My mother knows, underneath all the fancy details that cost so much, this house is still a barn.

She can see all this. And it annoys me that all she sees are the bad parts. But then I look around and everything she said is true. And this convinces me that she can see what else is going on, between Harold and me. She knows what's going to happen to us…"

EXTEND

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

Lena is trying her best to hide the details of her life from her mother. But she feels that her mother can see through her and knows what is wrong with her and her marriage. Think of a time that someone you know—friend, parent, teacher, coach, mentor could see through you and they knew what you were hiding something.

Write a two-paragraph narrative about this person and about the situation. Give details explaining who was involved and what they did to see through you. What were you trying to hide? How did it make you feel that this person was here for you regardless of the situation? Why do you think we stand by people when they let us down? Is this person still an important person to you?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 16

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequences and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

Who and what is Tao?
Tao is a Chinese concept signifying 'way', 'path', or 'route'. It is not a name for a thing, it simply represents the natural order of the universe. Tao unifies all aspects of existence. It combines both earthly and spiritual dimensions with principles that simultaneously function in physical, mental and metaphysical realms. For this reason, classical Taoist instruction included physical exercise, meditation, philosophy and religious ceremonies to reinforce how core principles transcend dimensions. Whereas the world's major religions have had to settle for two separate Truths — one of Faith and the other of Reason — Taoism needs no such accommodation and this may attest to its celestial origins. Source: http://www.tao.org/tao.html

Lena describes their home as sparse and being able to flow with the Tao ideas. Taoism is a spiritual principle that connects all of the dimensions. This is how she and Harold tried to live.

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

tendency (168)	revelation (169)	sham (169	diminishing (170)	delirious (171)

READ

Review Review the timeline from the beginning every day.

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

p. 168-181

Setting	Characters	Pages
Harold and Lena's House in Woodside, CA	Lena, Harold	168-174
Harold and Lena's House in Woodside, CA (kitchen)	Lena, Lena's mother	174-177

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Harold and Lena's House in Woodside, CA (dining room and guest room)	Lena, Harold, Lena's mother	177-178
Harold and Lena's House in Woodside, CA (Living room)	Lena, Harold	178-181

RESPOND

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

Students might mention:

- Lena is describing how she met Harold and how their relationship began;
- Because they met at work, Lena wanted to feel like Harold's equal so they would split everything evenly—it didn't matter if what they had was not equal;
- She loved that he thought she was extraordinary and so she never insisted on what was fair;
- She convinced him that he was talented and that he should try to start his own business. She was always encouraging him and giving him idea's;
- He would propose the ideas to clients and get the jobs because of her;
- His company grew to 12 people and Lena. She did equal work but got paid the least;
- When her mother was visiting she saw a list on the refrigerator—things they split equally. She was angered that Lena paid for half the ice cream but never ate it;
- When her mother brings it up to Harold he dismisses her;
- After dinner Lena begins to talk to Harold saying that things are not fair and she wants to change things—but she does not know what to change;
- They hear a crash and Lena went to make sure her mother was alright. She was sitting on the bed and the table by the bed fell over. She doesn't understand why Lena won't change the situation.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. In the beginning of their relationship... before they started dating why was it important for Lena to pay her share of things?
2. As they started dating why do you think she continued to pay equal parts?
3. Why didn't she say something when they split a bill evenly even if she had something small like a salad?
4. What trait do you think Lena is missing? Why?
5. Harold was struggling and Lena was behind him encouraging him and giving him ideas. Do you think that is worth being an equal partner? What would Lena need to do to become Harold's equal?
6. Would you want to marry someone who split everything?

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7. What does their financial situation say about their relationship with each other and others?
8. What does Lena's mother want her to do? Why?

Analyze Analyze the key paragraph.

Key Passage, p. 180-181

"And then I see my mother sitting by an open window, her dark silhouette against the night sky. She turns around in her chair, but I can't see her face.

'Fallen down,' she says simply. She doesn't apologize.

'It doesn't matter,' I say, and I start to pick up the broken glass shards. 'I knew it would happen.'

'Then why didn't you stop it?' asks my mother.

And it's such a simple question" (p. 180-181).

EXTEND

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

Based on today's quote and the reading think of the conversation between Lena and her mother over the broken vase.

Write a one-paragraph essay that describes the situation. What are Lena and her mother really talking about? What does each of the objects represent? What does Lena's mother want her to do? Use examples from today's reading to support your ideas.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 17

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is the Chinese Zodiac Calendar?
Legends and mythology are a big part of Chinese culture, especially in relation to the Chinese Zodiac. The Zodiac Calendar consists of 12 years (as opposed to months). Each of the 12 years is represented by an animal. These animals include a rat, buffalo (ox), tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and pig. It's an unusual combination of animals for sure, and their appearance on the Chinese Zodiac is the topic of countless legends and is deeply embedded in Chinese mythology. According to the Chinese Zodiac, your birth year tells you more than just your age. It is believed that there is a special relationship between people and the animals. This belief is based on the idea that one's personality is affected by the animal with which their birth year is associated.
Source: http://www.chinesezodiac.com/info.php

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

obstinate (183)	exploratory (184)	denial (185)	misery (186)	supreme (187)

READ

Review Review the timeline from the beginning every day.

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

p. 182-194

Setting	Characters	Pages
Four Directions Restaurant	Waverly Jong, Lindo Jong, Marlene	182-185
Waverly's Apartment	Waverly Jong, Lindo Jong	185-186
Waverly's Childhood Home	Waverly, Lindo, Tin	186-190
Waverly's Present Life	Waverly, Lindo, Marlene	190-194

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RESPOND

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

Students might mention:

- Waverly and Lindo are out to lunch. Lindo is extremely critical of everything she encounters;
- Waverly relates their personality traits to the Chinese Zodiac Calendar;
- Waverly is trying to tell her mother about the man she is dating and living with but is nervous and scared of her mother;
- Waverly takes her mother to their apartment hoping she will notice the signs of a man living there—barbells, clothes, clutter, etc;
- She shows her mother the fur coat Rick got her. Her mother is very critical and says, "This not so good. It's just leftover strips. And the fur is too short, no long hairs." (186);
- Waverly no longer felt good in the coat and was amazed at how her mother still knows how to hit her nerve;
- She reflects on her childhood when she played chess. Her mother would try to talk to her about chess strategy and take credit for her wins;
- When Waverly decided to quit chess she thought her mother would beg her to play again. Her mother never spoke another word;
- Waverly announced, "I am ready to play chess again," (189) her mother got mad at her and tell her she can't change her mind whenever she wants to;
- Her friend Marlene wants her to stand up for herself. Waverly tries to tell her that it is not that easy;
- Waverly is convinced her first marriage failed because her mother poisoned it with her thoughts and negativity;
- She compares her love for Marvin and for Rich and appreciates that Rich sees her for who she is and respects her.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Why is Lindo so critical of the restaurant?
2. How do the traits of the zodiac calendar contribute to the personalities of Lindo and Waverly?
3. Lindo expects the best when she goes out and Waverly compromises and accepts what is given to her. Does this acceptance reflect what she will get in life? Can she change?
4. Why was Lindo not happy when Waverly decided to play chess again? What was she trying to teach her?

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5. Was Waverly really afraid of her mother? If they had a volatile relationship why did her opinion matter?
6. Waverly was trying to protect Rich from her mother. What was she fearful of?

Analyze Analyze the key paragraph.

Key Passage, p. 186

"'This is not so good,' she said at last. 'It is just leftover strips. And the fur is too short, no long hairs.'

'How can you criticize a gift?' I protested. I was deeply wounded. 'He gave me this from his heart.'

'That is why I worry,' She said" (p. 186).

EXTEND

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

Waverly is excited that Rich has given her a mink. When her mother sees it she is critical and fears that his gift reflects his heart. Waverly went from being happy and confident to scared and unsure of herself.

Write a narrative paragraph that describes the scene on page 186. Waverly's mother believes that the mink is not in a condition that is acceptable. Do you think the condition of the mink represented something deeper that Waverly was unable to see? What did her mother say to make Waverly feel so badly? How did Waverly set the scene? (Reread page 185 to help you establish the tone). How did you feel after you read the conversation between Lindo and Waverly? Use the material on pages 185-186 to defend your position.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 18

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is home?
"Home is not where you live, but where they understand you." –Unknown author.
Home can be considered a dwelling with four walls and a roof and it's where you physically reside. However, as you will read in the next two chapters, home can also be more of a feeling or sense of belonging. Those with whom you live, know you inside and out and they understand who you are. In some ways home is a place... but in this instance home is identifying with yourself, with those you live with and where you came from. Your home is part of who you are.

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

scrutinized (195)	pathetic (199)	scheming (199)	stalemate (203)	invisible (204)

READ

Review Review the timeline from the beginning every day.

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

p. 194-205

Setting	Characters	Pages
Tin and Lindo's home	Waverly, Rich, Lindo, Tin	194-199
Waverly's Apartment	Waverly	199
Tin and Lindo's home	Tin, Waverly, Lindo	199-204

RESPOND

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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- Waverly schemed to have Rich meet her family.
- They had a family dinner. She tried to talk to her mother about Rich but her mother kept changing the subject;
- Her mother expressed her love through cooking;
- When they arrived they realized he was not Chinese. Waverly's mother was critical of him and his freckles;
- Waverly tried to prepare him for the dinner but forgot about many of the Chinese nuances. He made many mistakes that were cultural;
- Rich thought that the night went really well;
- Waverly was tense about how things went, how she responded to her mother and how she reverted back to being a child when she was with her;
- She went back to the house to tell her about their marriage plans;
- She told her mom and her response was, "I know,";
- Waverly was frustrated by her moms response;
- Her mother began to explain how she got her strengths and character;
- As her mother spoke Waverly began to understand their differences;
- Her mother blessed their wedding and they decided to marry in October.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Waverly's mother expresses her love by cooking. Is this a true form of love? How do you show love to your family and friends?
2. Waverly is in an inter-racial relationship with Rich. In this situation, who had the issue with it?
3. Is there any way for Rich to know all of the family nuances so he wouldn't have offended Waverly's family?
4. If someone of a different culture comes to your home for dinner whose responsibility is it to educate that person on the customs?
5. Why did Waverly go back to her parents? Why is it important for her to have her mother's blessing/approval?
6. Her mother explains their family strengths and weaknesses by tracing their family history. How is this valuable for Waverly? Is it important to you to know your history?

Analyze Analyze the key paragraph.

Key Passage, p. 203-204

"I saw what I had been fighting for: It was for me, a scared child, who had run away a long time ago to what I had imagined was a safer place. And hiding in this place, behind my invisible barriers, I knew what lay on the other side: Her side attacks. Her

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secret weapons. Her uncanny ability to find my weakest spots. But in the brief instant that I had peered over the barriers I could finally see what was really there: an old woman, a wok for her armor, a knitting needle for her sword, getting a little crabby as she waited patiently for her daughter to invite her in" (p. 203-204).

EXTEND

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

Waverly finally understands what her mother has been waiting for—her daughter to allow her in. What does it mean to "let, or allow, your parents in?" Why do you think parents want their children to "let them in"? What do you think they are waiting for and have to offer?

Using what you read today and drawing from your previous experiences, write a two-paragraph narrative essay that explains the importance of "home", your parents, and feeling connected and being accepted. If you and your parents have a mutual understanding in the acceptance of differences and diversity, how can that help you?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 19

Standards for Writing

W3. Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What are dreams?
Dreaming is defined as the subjective, or unique to you, experience of imaginary images, sounds/voices, thoughts or sensations during sleep. Dreams represent a world of visuals in which our darkest fears, deepest secrets, and most passionate fantasies break out from the unconscious mind. During this time they become present in our own consciousness. Dreams normally occur in R.E.M. (rapid eye movement) sleep and can be your mind's way of helping you sort through problems, address issues, and think in a clear, rational, and in an unhurried way.
R.E.M. is one of the 5 stages of sleep that most people experience nightly. It is characterized by quick random movements of the eyes and brief paralysis of the muscles. It is a very light sleep that lasts, on average, about 90-120 minutes.
http://www.ninds.nih.gov/disorders/brain_basics/understanding_sleep.htm#dreaming
In this section, Rose is afraid to go to sleep because she is afraid to dream.

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

allergy (207)	dream (208)	divinity (209)	mourners (209)	inventoried (212)

READ

Review Review the timeline from the beginning every day.

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

p. 206-212

Setting	Characters	Pages
Rose's house when she was little	Rose, her mother, her sisters Ruth and Janice	206-208
Church	Rose, her mother	208-210
Rose and Ted's house	Rose	210-212

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RESPOND

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

Students might mention:

- Rose is reflecting on how she used to believe everything her mother said. She felt the power of her mother's words was very strong;
- She recalled sleeping in her sisters bed and being afraid to dream;
- Her mother is still trying to make her listen. They are at a funeral together. Her mother is still questioning her about her marriage;
- Her mother wants her to talk to her not a psychiatrist;
- Rose talks to her friends and her therapist. Each one she gives a different version of her situation;
- All of her stories were true they just had different perspectives;
- She was hurt when she received the divorce papers and a check. She didn't know how to read into the situation. He signed the divorce papers with the pen she had given him. He said he would only use it to sign important papers;

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Why does Rose allow her mom to influence her with her words?
2. How can words sway another person? Is there anything more powerful then your word?
3. What is the difference between listening and hearing?
4. Why is Rose's mother still trying to get her to listen? What does she want Rose to hear?
5. Rose's mother says, "A mother knows best. A mother knows what is inside you." Do you think this is a true statement? Why won't Rose talk to her mother? Who knows a child better than a mother?
6. Rose gave Ted a pen as a present. He told her he would only use it to sign important papers. Why is it ironic that he used the same pen to sign the divorce papers?

Analyze Analyze the key paragraph.

Key Passage, p. 210

"I had been talking too many people, my friends, everyone it seems, except Ted. To each person I told a different story. Yet, each version was true, I was certain of it, at least at the moment I told it" (p. 210).

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EXTEND

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

Rose says she talked to everyone but Ted. She told the truth or different versions of the truth about her relationship. Why do you think she told different people different stories?

Pretend that Rose came to you asking for advice. Write her a letter giving her advice on her relationship with Ted. Explain to her what you think she should do to try and save her marriage. To support your position, you should give examples from your own life of things you have done to heal hurt or broken relationships. In addition, you could also reflect upon similar situations you have observed of people trying to heal and save a relationship. The length of your narrative letter to Rose should be one complete page.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 20

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

For Discussion
As a class discuss the following questions. There is no right or wrong answer.
What is the power (good and bad) of words?
Is there anything more powerful than what you speak or write?
Thinking about major historical events, how have words from politicians, leaders, sports and entertainment celebrities and the clergy, to name a few, impacted us?
How can words change the dynamic of a group of people or situation?

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

confused (213)	opinions (214)	sentimental (214)	torture (214)	neglect (215)

READ

Review Review the timeline from the beginning every day.

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

p. 213-220

Setting	Characters	Pages
Rose and Ted's house	Rose	213
Rose and Ted's house (the garden)	Rose	214-215
Rose and Ted's house	Rose	215-217
Rose and Ted's house	Rose and Ted	217-220

RESPOND

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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- Rose remembered what Ted had said about the pen and it caused her to be angry and hurt at the same time;
- She recalled her mother telling her why she was confused all the time, "You are without wood. Born without wood so that I listen to too many people."
- She learned this too late. She was listening to many people in American and in Chinese. So had so many choices she never made decisions;
- She was about to sign the divorce papers when she remembered how much she loved their house. She toured the yard to find it neglected. She realized Ted left a long time ago;
- She stops talking to people for a couple days. When she speaks to her mother she tells her they cannot save the marriage. Her mother tells her she doesn't want her to save the marriage she wants her to speak up;
- When she talks to Ted she gets angry and invites him over;
- When he arrives he dictates to her what he wants her to do;
- She tells him no. She will not give up the house or sign the papers, she got her own lawyer;
- Rose found her voice.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. If you were in Rose's position and you just received divorce papers with a $10,000.00 check what would you do? Why?
2. Rose's mother describes her as lacking wood (page 213). Do you think you lack wood? What things can you do to learn to be stronger?
3. Rose doesn't know what she wanted from her marriage. Think of your relationships (parents, siblings, friends, boy/girl friend). Do you know what you want from your relationships? What? How do you let others know what you want and need from them?
4. Rose's mother wants her to speak up. What do you think her mother wants her to do or say? Why is this important?
5. Ted wants a lot of things? What tactic does he use with Rose to try and get what he wants?
6. Rose tells Ted that he can't pull her out of his life and throw her away. Where do you think she found her strength from?
7. What does this scene tell you about Rose?

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Analyze Analyze the key paragraph.

Key Passage, p. 213

"'A girl is like a young tree,' she said. 'You must stand tall and listen to your mother standing next to you. That is the only way to grow strong and straight. But if you bend to listen to other people, you will grow crooked and weak. You will fall to the ground with the first strong wind. And then you will grow like a weed, growing wild in any direction, running along the ground until someone pulls you out and throws you away'" (p. 213).

EXTEND

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

Rose's mother is trying to get her to learn to have an opinion and to know what she wants. She is trying to get her to stand up for herself. She acknowledges that in order to grow strong and tall that she needs the help of others who are concerned with her well-being.

Based on what you have read, respond to the passage with 2-3 narrative paragraphs. Do you agree with Rose's mother? Or do you think that Rose can achieve independence and a strong character on her own and without the help of those close to her. What styles does Rose's mother use to try and prove her point? In your opinion, what will it take for you to stand strong and tall, as in confident and self-assured?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 21

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is best quality?
Best quality can refer to many things. If you are looking for the traits that make up a best quality person it is someone who lives his or her life with a high moral compass. This person lives and breathes respect, is honest and genuine and consistently displays integrity, even when no one is looking or listening. If you want the best quality product you are looking for something that will last a long time and has few flaws.
In this instance, Jing-mei's mother is trying to convey to Jing-mei that she is worthy.

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

pendant (221)	mottled (221)	purity (222)	covenant (222)	tenants (223)

READ

Review Review the timeline from the beginning every day.

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

p. 221-236

Setting	Characters	Pages
China Town	Jing-mei, her mother	221-226
Jing-mei's childhood home	Jing-mei, her parents, Waverly and Rich, Mr. Chong, Auntie Lindo and Tin	226-233
Jing-mei's childhood home (the kitchen)	Jing-mei and her mother	233-236

RESPOND

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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- Jing-mei is considering life's importance. She received a Jade necklace from her mother but doesn't understand its symbolism;
- She thinks about the last Chinese New Year she spent with her mother. They shopped together and she talked to her mother as she cooked;
- When it was time to choose the crabs everyone picked best quality except for Jing-mei;
- During the dinner she got frustrated at Waverly. She was able to trick her slide in sneaky insults;
- Jing-mei wanted to get back at her so she brought up work she had done for her firm—noting that the firm had still not paid her;
- She continued to bring it up and Waverly told her that her work lacked style and the firm did not want to pay her;
- Jing-mei told her that all work needs fine-tuning and she would work with them. Her mother told the crowd that you cannot teach style and that Jing-mei didn't have any;
- Jing-mei was furious. The crowd left and she did dishes. Her mother returned to talk to her;
- She doesn't understand why Jing-mei doesn't think she deserves the best;
- Her mother gives her the jade pendant—to help her know who she is;
- Jing-mei's mother has died. She now goes to the home to cook for her father.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Jing-mei's mother gives her a pendant. She does not fully understand its meaning. She could find out from her aunts. Why won't she? What do you think her mother's meaning was?
2. Waverly still can get to Jing-mei and they are both adults. Why does Jing-mei allow her to make her sneaky comments?
3. What do you do when someone you know can continuously bring you down?
4. Jing-mei tried to get into a verbal fight with Waverly. Did she stand a chance of winning? What do you think she was trying to prove?
5. Why did Waverly choose the crab that was missing a claw? What was her mother trying to get her to do?
6. Do you think it is wise to choose best quality or is it polite to give best quality to others?
7. What is Jing-mei's mother trying to teach her daughter?
8. Do you think you are worth best quality?
9. What do you do if you are not given best quality?

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Analyze Analyze the key paragraph.

Key Passage, p. 234

"'…Only *you* pick that crab. No one else take it. I already know this. Everyone else want best quality. You think different'" (p. 234).

EXTEND

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

Jing-mei's mother is trying to teach her daughter her worth and value as a person. She wants her to know what she ranks as "best quality."

Write a descriptive narrative paragraph about a time that you felt you received the best quality. This could be in the form of a service, in other words, how you were treated; an item you purchased that exceeded your expectations, or idea that you found to be absolutely brilliant. Did you feel you received what you deserved, or did the experience affect you in such a positive way, it left you humbled and utterly grateful? Did you tell others you about it? Did you get everything you wanted? Did you feel truly worthy of receiving the best quality?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 22

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What are magpies?
The Black-billed Magpie is a medium-sized bird with an extremely long tail. The magpie has black feathers covering its head and extending through its breast and down its back. It has white at the base of its wings, on its belly, and on its upper and lower outer-wings. The rest of its wings and its long tail are iridescent blue-green. The juvenile, or young bird, is similar to the adult, but has less iridescence and a shorter tail. Magpies are noisy and very vocal. Some people find them to be entertaining social creatures.
http://www.birdweb.org/birdweb/bird_details.aspx?id=315

An-mei's mother tells her a story of tears and sorrow. During this story we are introduced to Magpies, birds of joy. She learned that when you cry someone else celebrates.

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

decayed (242)	elders (243)	misery (243)	piteously (245)	shame (248)

READ

Review
Review the timeline from the beginning every day.

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

p. 239, 241-250

Setting	Characters	Pages
Present Day; San Francisco	An-mei, Rose	241-242
An-mei's Home in Ningpo, China	An-mei, her mother, Popo, Auntie, and Uncle	242-244
Traveling to Tientsin	An-mei and her mother	244-250

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RESPOND

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

Students might mention:

- An-mei is recalling her mother and her daughter. Although, she has tried to teach her daughter different she realizes that they are all the same;
- She remembers her mother coming back when Popo died. She knew her mother was leaving so she was sad and crying;
- Her mother told her a story about a turtle. She wanted her daughter to know that if you cry you will always be sad. The moral of the story is that tears do not wash away your sorrows they feed someone else's joy;
- When An-mei woke up the next day she heard sounds of her mother leaving;
- She quickly got dressed to go to her mother. Her mother gave her the option to leave with her. Her aunt told her if she left she would always have shame;
- She left with her mother to go to her new home. They traveled by rickshaw and by boat for 6 days;
- When they arrived her mother changed from mourning clothes to that of a third wife, she then gave An-mei a new outfit—as if she knew An-mei would travel with her;
- When they got to the docks no one was there to meet them;
- They traveled by rickshaw to her new home and her mother argued with the driver the entire way;

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. What does An-mei mean when she says, "If she doesn't speak, she is making a choice." Page 241?
2. An-mei refers to tears as being weak. Do you agree or disagree with her thoughts? Explain your answer.
3. What does the author mean when she says, "tears do not wash away your sorrow they feed someone else's joy." Page 244?
4. If you were An-mei would you disobey your aunt and uncle to be with your mother?
5. Do you think there is any way for An-mei's mother to please her aunt and uncle? Why?
6. On their journey An-mei's mother changed from her mourning clothes to a sleek suit and she put on make-up. What is that symbolic of?
7. Why wasn't anyone at the dock to meet An-mei and her mother?

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Analyze Analyze the key paragraph.

Key Passage, p. 244

"'Now you see,' said the turtle, drifting back into the pond, 'why it is useless to cry. Your tears do not wash away your sorrows. They feed someone else's joy. And that is why you must learn to swallow your own tears'" (p. 244).

EXTEND

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

The turtle is trying to teach An-mei inner strength. Do you think the turtle was telling her to never cry? What did he mean when he told her that her tears would feed someone else's joy? Do you agree? Why or why not?

Write a narrative paragraph that describes the story as told by the turtle. Explain what he meant for An-mei to do that was based on her circumstances. Use specific details from the text and experiences from your own life to defend your reasoning.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 23

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W3c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What are Chinese wedding customs?

In ancient China, a man could have as many concubines (wives) as possible after the first wife. It was possible that the youngest concubine would be a teenager while the husband could be an ancient old man. Poor families sold their young daughters to rich families just because they could get some money from the rich family and also get rid of a useless female in the family. (From a historical perspective, the female gender, in China, has never been as highly regarded as the male gender).

Since 1950, the Chinese government has promulgated a law which stated that one man can only get married with one woman. Polygamy, or being married to more than one person at the same time, is no longer accepted in China.

In the past, parents who had arranged marriages were very common. Furthermore, it was expected that the parents would select the spouse for their children. The planned marriages with these young people were so structured and rigid that it was not until their wedding day when they first saw and met their soon to be spouse. It was also common that sometimes an arranged marriage could be organized even before the child was born as long as parents from both families agreed.
http://www.chinatownconnection.com/chinese_marriage.htm

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

ordinary (250)	concluded (251)	magnificent (252)	nuisance (254)	diligent (255)

READ

Review Review the timeline from the beginning every day.

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

p. 250-260

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Setting	Characters	Pages
Home of Wu Tsing	An-mei, her mother, Yan Change	250-255
Home of Wu Tsing	An-mei, her mother, fifth wife	255-256
Home of Wu Tsing	An-mei, her mother, Wu Tsing, fifth wife	256-258
Home of Wu Tsing	An-mei, her mother, Wu Tsing, second wife, third wife, and their families.	258-260

RESPOND

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

Students might mention:

- An-mei arrives at her new home. She knew it would be nice but was surprised at how amazing it was;
- They live in a very wealthy area. The house was designed by westerners;
- They were met by An-mei's mother's servant. She was not expecting them since second wife had told her they were going to be gone another week;
- An-mei was shown the house. She was amazed. She was happy getting to know her mother and living in such luxury;
- Wu Tsing had arrived home with his fifth wife. She was young and the daughter of a poor family. An-mei's mother was placed in a lower place;
- An-mei's mother spoke of her unhappiness. She impressed upon An-mei that she was once a first wife. The wife of a scholar. She had a good position;
- Second wife and third wife returned home. An-mei does not understand how second wife has a young son. She seems too old. Third wife has only daughters;
- Second wife gave An-mei a strand of pearls. Her mother doesn't want her to accept it. An-mei is thrilled with the gift.

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

Map
Continue adding to your map.

EXPLORE

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

Key Questions

1. Why did newly rich people in China like to display their wealth on the outside? What does that say about Wu Tsing's character?
2. Yan Chang, the maid, tells her she thought they were returning in two weeks based on what 2nd wife had said. Do you think second wife was being honest and made a mistake or will do things against the other wives?
3. An-mei's mother does not like her position at the new home. What things do you think are against her?
4. An-mei describes her happiness as being with her mother. What things make you truly happy?

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5. Why was it important for An-mei's mother to impress upon her that she used to be a first wife and the wife of a scholar?
6. Why didn't An-mei's mother want her to take the necklace from second wife?

Analyze Analyze the key paragraph.

Key Passage, p. 256

"My mother was not jealous of this young girl who would now be called Fifth Wife. Why should she be? My mother did not love Wu Tsing. A girl in China did not marry for love. She married for position, and my mother's position, I later learned was the worst" (p. 256).

EXTEND

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

Amy Tan spends a lot of time describing the wives and the house in which An-mei has moved. An-mei's mother has the worst position in the house for a number of reasons.

From today's reading, list the number of wives Wu Tsing had, and state the reasons that their positions are better than the position of An-mei's mother. Give examples from the text and use your prior knowledge of Chinese marriages, arranged marriages, and birth order to assist you in writing a 1-2 paragraph narrative essay.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 24

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.)Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is Buddhism?
With about 365 million followers -- 6% of the world's population -- Buddhism is the fourth largest religion in the world. It is exceeded in numbers only by Christianity, Islam and Hinduism. Buddhism was founded in Northern India by Siddhartha Gautama.
Buddhism comes from 'budhi', which means to awaken. Its origins began about 2,500 years ago when Siddhartha Gotama, known as the Buddha, was himself awakened, or enlightened, at the age of 35. To many, Buddhism goes beyond religion and is more of a philosophy or way of life. It is a philosophy because it means a love of wisdom. The Buddhist path can be summed up as follows:

(1) to lead a moral life
(2) to be mindful and aware of thoughts and actions, and
(3) to develop wisdom and understanding

http://www.religioustolerance.org/buddhism.htm

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

genuine (260)	ceased (261)	spinsters (261)	alms (262)	amuse (263)

READ

Review Review the timeline from the beginning every day.

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

p. 260-273

Setting	Characters	Pages
An-mei's mother's room	An-mei, her mother	260-261
Wu Tsing's Home	An-mei, her mother, First Wife, Yan Cheng	261-263
Wu Tsing's Home	An-mei, her mother, Yan Chang, Second Wife, Third Wife, Wu Tsing	263-269

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An-mei's mother's room	An-mei, her mother, Yan Chang, Second Wife, Third Wife, Wu Tsing	269-273

RESPOND

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

Students might mention:

- An-mei's mother was angry at her for taking the necklace;
- An-mei was furious with her and didn't want to speak to her. Her mother told her she had been bought for a cheap price. She stepped on the necklace and it broke. It was cheap glass;
- Her mother told her to wear the necklace for a weak as a reminder to not lose herself in something false;
- First Wife appeared. She was an opium addict;
- During a snow storm Yan Chang told An-mei the story of the wives and how they were brought to the house;
- She discovered how evil second wife was and that her son—was really her mother's child;
- An-mei suffered for her mother after she learned her story. She wanted her mother to yell and scream at all of the;
- Two days before the Lunar New Year An-mei's mother planned her death by eating sticky rolls.
- Due to Chinese customs after she died Wu Tsing had to make promises to her to keep her ghost away. He promised to care for both children as his honored children;
- An-mei's mother died so she could give her child a strong spirit.

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

EXPLORE

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

Key Questions

1. Why would second wife try to trick An-mei with the cheap necklace?
2. How did First Wife lose her power?
3. What was Yan Chang risking by telling An-mei the story of the wives?
4. After An-mei's father died why did her mother become worthless?
5. Should a woman's worth be in who she marries? How should a woman's worth be determined?
6. An-mei's mother wanted to kill her own weak spirit to give her a stronger one. Do you think this is an ultimate sacrifice? Would she have ever been able to give An-mei the things she wanted to give her if she did not die?
7. How do you think An-mei will be able to leave China?
8. Do you think her mother passed on her strong spirit? How will An-mei be able to pass a strong spirit to her daughter?
9. How do you teach inner strength to others?

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Analyze Analyze the key paragraph.

Key Passage, p. 271

"When the poison broke into her body, she whispered to me that she would rather kill her own weak spirit so she could give me a stronger one" (p. 271).

EXTEND

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

An-mei knew she was trapped in her situation. Since Second Wife controlled Wu Tsing she knew she could never escape her situation. She wanted more for her daughter than she had had for herself. She realized in order for An-mei to succeed she would have to give her words of empowerment, strength and support. She had to do everything she could do to lift her spirit. She sacrificed all she could to give her daughter more.

Think of a time you sacrificed for others. **Write about your sacrifice. As you write think of the following questions. What was your situation? What, or for whom did you sacrifice? How did it make you feel? Would you do it again? Give specific and thorough descriptions and your perspective based on your situation. Your response will be in the form of a two paragraph narrative essay.**

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 25

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is a tiger lady?
Ying-ying describes herself as having tiger-eyes and being a tiger lady. Traditionally, the term 'tiger lady' can be attributed to someone who has a reputation for efficiency, controversy, and fierce honesty. This person can also be perceived to be an over-achiever, never settling for mediocrity, and is competitive and shrewd; a natural born leader with an affinity for only achieving greatness by hard work and determination.

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

reflect (274)	penetrate (274)	despair (276)	lingered (277)	wonderment (279)

READ

Review Review the timeline from the beginning every day.

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

p. 274-282

Setting	Characters	Pages
Lena's house in San Francisco	Ying-ying	274-275
Wushi, China	Ying-ying, her cousins, extended family	275-279
Wushi, China	Ying-ying, man she married	279-282

RESPOND

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

Students might mention:

- Ying-ying wants her daughter to know her story. She is hoping it will help her understand her mother and become a more focused person;
- Ying-ying was at her cousins wedding when she was young. A man took interest in her;

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- She was beautiful and innocent. She did not know that his interest was somewhat evil;
- She and her half-sisters were talking about men the next day. She realized that she would marry the evil man;
- She got pregnant. He began to travel. She found out through her cousin that he was cheating on her;
- She aborted her child because she was ashamed and she had become abandoned goods;
- She wants to tell Lena these things so she can help her see the things that are happening around her.

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

Map
Add Wushi, China to your map.

EXPLORE

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

Key Questions

1. Why is Ying-ying concerned when her daughter's eyes do not reflect anything? What can you learn about someone by looking at their eyes?
2. Ying-ying knows she was stubborn. Do you think she would have ended up married to the evil man if she had listened more to others?
3. The man at the wedding was pretty mean. Do you think someone in Ying-ying's family should have tried to stick up for her?
4. Why is it important to Ying-ying that she still sees everything clearly? What does it mean to see things clearly?
5. Why would Ying-ying be abandoned if she had her child?

Analyze Analyze the key paragraph.

Key Passage, p. 275

"All around this house I see signs. My daughter looks but does not see. This is a house that will break into pieces. How do I know? I have always known a thing before it happens" (p. 275).

EXTEND

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

Amy Tan describes the signs that Ying-ying sees in the house. She describes a house that will break into pieces.

Write a narrative paragraph that describes the house and the reasons it will fall. What kind of effect do you think the Amy Tan was trying to convey? Do you agree with her and why or why not? Use examples from today's reading to support your answer.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 26

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is Chi?
In traditional Chinese medicine (TCM), "chi" or "qi" is the invisible life force or vital and natural energy that permeates, or flows through all living things. It is thought to be inherited and it is also derived from food and air. According to TCM, the smooth flow of chi through the body's meridians is crucial to good health. Acupuncture, acupressure, qi gong and tai chi are all used to improve the flow of chi.
Source: http://altmedicine.about.com/od/chinesemedicinetcm/g/chi.htm

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

patiently (282)	expensive (283)	anxious (284)	graciously (284)	penetrate (286)

READ

Review Review the timeline from the beginning every day.

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

p. 282-287

Setting	Characters	Pages
Lena's House in San Francisco	Ying-ying	282-287

RESPOND

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

Students might mention:
- Ying-ying describes the year she was born. She was born under strong sign but her year was unlucky;

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- She left her husband and went to live in the country with her second cousins. They were very poor. She stayed there for 10 years;
- When she returned she changed her looks and went to work;
- She was a good sales girl and was soon courted by Mr. St. Clair;
- He would buy her trinkets and waited for four years before she would marry him;
- She decided to commit to him when she found out her husband had died;
- She lost her chi. Saint took her to America where she learned the ways. She felt like she had not spirit;
- She finally told Saint her story. When she did she was able to love freely and respect him;
- She wants to tell Lena her story; she wants her to fight her; she wants her to know her spirit.

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

Map
Add Shanghai, China to your map.

EXPLORE

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

Key Questions

1. How did being a tiger (and having two ways) help Ying-ying?
2. Why do you think Ying-ying went from living in a lavish area to going to live with her poor cousins in the country? What do you think she was trying to accomplish?
3. She returns to the city with *both eyes open.* What is meant by this phrase?
4. When she met Saint and he gave her the gifts—why wasn't she honest about her family and who she was?
5. What happened to make her finally love Saint equally? Do you hold back on people that you have relationships with? Why?
6. What does she want from Lena? Do you think Lena will be able to finally listen to her mother?

Analyze Analyze the key paragraph.

Key Passage, p. 286

"...I will use this sharp pain to penetrate my daughter's tough skin and cut her tiger spirit loose. She will fight me, because this is the nature of two tigers. But I will win and giver her my spirit, because this is the way a mother loves her daughter" (p. 286).

EXTEND

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

Ying-ying knows that her daughter will fight her. Think about the people you have around you that love you and support you. They ultimately have your best interest in mind. Why do we fight the people who are trying to help us the most?

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Write about a person that is close to you. Describe this person in detail. How does this person try to help you the most? Have you tried to resist or fight with them for helping you? What were you trying to prove? Ultimately, describe what the person did that helped you the most. Your response should be no less than two narrative paragraphs.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 27

Standards for Writing

W3. Write narratives to real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is fortune?
1. *often capitalized* **:** a hypothetical force or personified power that unpredictably determines events and issues favorably or unfavorably
2. *obsolete* **: ACCIDENT, INCIDENT**
3. a: prosperity attained partly through luck **: SUCCESS b: LUCK** 1 **c***plural* **:** the turns and courses of luck accompanying one's progress (as through life) <her *fortunes* varied but she never gave up>
4. DESTINY, FATE <can tell your *fortune*> ; *also* **:** a prediction of fortune
5. a: RICHES, WEALTH <a man of *fortune*> **b:** a store of material possessions <the family *fortune*> **c:** a very large sum of money <spent a *fortune* redecorating>
http://www.merriam-webster.com/dictionary/fortune
In this chapter fortune is referred to as prosperity attained through luck.

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

fashionable (289)	criticizes (290)	ashamed (291)	uncanny (291)	blessings (290)

READ

Review Review the timeline from the beginning every day.

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

p. 288-292

Setting	Characters	Pages
Beauty Shop	Waverly and Lindo	288-292

RESPOND

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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- Waverly is afraid of going to China for her honeymoon. She is afraid they will not let her leave;
- Her mother informs her that they will know she is an outsider. There was a time that would have pleased her. Now she wants to be Chinese. It is too late for her to learn;
- Lindo wanted her to have the best of both worlds, Chinese and American. She was not able to give her both;
- Waverly thought the Chinese ways were to old fashioned;
- They are at the beauty parlor. Waverly is telling Mr. Rory what she wants. In some ways she is translating English and speaking around her mother;
- Mr. Rory looks at them both and comments that they both look alike. Waverly is offended;
- Lindo tells Waverly, "You can see your future."

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

EXPLORE

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

Key Questions

1. Why will the Chinese know that Waverly is an outsider?
2. What do you think has changed for her that she wants to "be Chinese"?
3. Why don't American circumstances and Chinese character mix?
4. Lindo states, "In America, nobody says you have to keep the circumstances someone else gives you. What does she mean by that?
5. Why do you think Waverly is ashamed of her mother?
6. When you look at yourself, your parents, and your grandparents what do you see? What is your future like?

Analyze Analyze the key paragraph.

Key Passage, p. 289

"...You don't have to sit like Buddha under a tree letting pigeons drop their dirty business on your head. You can buy an umbrella. Or go inside a Catholic church. In America, nobody says you have to keep the circumstances somebody else gives you" (p. 289).

EXTEND

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

In some ways Lindo is sad she was not able to balance Waverly out more. However, she talks about the things she was able to give her in terms of circumstances. Look at the quote above. What do you think Lindo was talking about when she says you don't have to keep the circumstances someone else gives you?

Write a narrative paragraph that describes the quote above. What is the author trying to convey through Lindo? What ideas and ideals is she describing?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 28

Standards for Writing

W3. Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.)Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
W3c.)Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

Who is Confucius?
Confucius (551-479 BCE), according to Chinese tradition, was a thinker, political figure, educator, and founder of the *Ru* School of Chinese thought. His teachings, preserved in the *Lunyu* or *Analects*, form the foundation of much of subsequent Chinese speculation on the education and comportment of the ideal man, how such an individual should live his life and interact with others, and the forms of society and government in which he should participate. Fung Yu-lan, one of the great 20th century authorities on the history of Chinese thought, compares Confucius' influence in Chinese history with that of Socrates in the West.
Source: **http://plato.stanford.edu/entries/confucius/**

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

criticize (292)	eager (293)	sincere (295)	pagoda (297)	devious (304)

READ

Review Review the timeline from the beginning every day.

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

p. 292-305

Setting	Characters	Pages
Lindo's home in China	Lindo, her mother	292-294
Peking, China	Lindo, Chinese girl	294-296
Cookie Factory	Lindo, An-mei	296-300
Church	Lindo, An-mei, Tin Jong	300-303
Beauty Parlor	Lindo, Waverly, Mr. Rory	303-304

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RESPOND

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

Students might mention:

- Lindo and her mother are looking in the mirror. They are seeing their similarities and their traits. She is beginning to understand what those traits mean;
- She was separated from her family. Eventually she ended up in Peking. She paid a girl to teach her American ways so she could do better when she immigrated;
- She got to America and got a job at a fortune cookie factory;
- She met An-mei there. They would make fun of the fortunes;
- Soon An-mei invited her to church. She introduced her to a boy that wasn't a citizen but knew how to make one;
- They plotted against him to make him propose;
- They were soon married and having children;
- Lindo wanted the best for Waverly. She had good intentions for her.

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

Map
Add Peking, China to the map.

EXPLORE

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

Key Questions

1. Do you think that the characteristics of Lindo and her mother had anything to do with their fortune? What does?
2. Do you think the girl in Peking had Lindo's best intentions in mind? How did she help or hinder her?
3. How did An-mei help Lindo when she arrived at the factory? What kind of support did she become?
4. Why is it important to have a friend when you enter into a new situation?
5. What things did Lindo want for Waverly?
6. What types of things do you want for yourself and for others?
7. Explain intentions. What are good intentions?

Analyze Analyze the key paragraph.

Key Passage, p. 303

". . . I wanted everything for you to be better. I wanted you to have the best circumstances, the best character. I didn't want you to regret anything. And that's why I named you Waverly. It was the name of the street we lived on. And I wanted you to think this is where I belong. But I also knew if I named you after this street, soon you would grow up, leave this place, and take a piece of me with you" (p. 303).

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EXTEND

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

Lindo, much like all parents wants the best for their children. Lindo has good intentions. Think about what she wants for Waverly, what she tried to give her, and why she tries to give her the best. Do you think Waverly values what her mother has done? Parents can only do so much and then it is up to the child to go forward.

What do you want for yourself, short-term and long-term goals? What do your value about yourself and about life? Will your wants and your values be able to co-exist in a way that is positive, prosperous, and of value to society?

Write a 6-8 sentence narrative paragraph that describes you at your best. What can you do to have the best for yourself? What will you need to help you achieve a life for which you and those close to you can be proud?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 29

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What does it mean to be Chinese (or any other ethnicity)?
Appreciate and embrace diversity. What is diversity? Diversity is the wide range or scope of things such as ethnicity, culture, languages, traditions & customs that are vastly different from each other.

In this chapter Jing-mei struggles to understand what it means to be Chinese. As a class discuss what it means to be (insert culture here).
Can you maintain your family culture while living in a new or different nation?
Do you have to give up your beliefs to live somewhere else?
How do you balance old traditions with new customs?
Discuss as a class this timeless struggle.

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

vigorously (306)	haggling (307)	abandon (308)	tragedy (309)	anxiously (310)

READ

Review Review the timeline from the beginning every day.

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

p. 306-311 part I

Setting	Characters	Pages
Train in Hong Kong	Waverly and her father	306-308
Train in China	Waverly (reflecting on conversation with Lindo)	308-311

RESPOND

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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- Jing-mei and her father are on a train to visit her half sisters in China;
- She recalls how her mother lost the twins when she fled during the war;
- The twins tried to contact her. It was after she died. Her father got the letter and gave it to the Joy Luck Club;
- They wrote a letter back and did not tell them she had died;
- Right before Jing-mei left they told her that the sisters did not know their mother was dead;
- Jing-mei imagined how she would tell them and that they would be angry with her;
- She convinced Lindo to write a letter to tell them.

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

EXPLORE

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

Key Questions

1. Do you think your race or culture is in your blood? Can you be Chinese, American, Italian? What does that mean? (reference page 306-307)
2. How do you think Jing-mei is feeling to meet her half-sisters for the first time?
3. Why do you think Lindo would not write to tell them she had died?
4. Jing-mei is fearful that they will be angry and blame her for her mother's death. Is this a valid fear?
5. Her half-sisters never got to know their mother and Waverly didn't know her either. How can you live with someone and not know them? What does it mean to know someone?
6. Why do you think Lindo agreed to write a letter to the sisters telling them of the death?

Analyze Analyze the key paragraph.

Key Passage, p. 307

"Today I realize I've never really known what it means to be Chinese. I am thirty-six years old. My mother is dead and I am on a train, carrying with me her dreams of coming home. I am going to China" (p. 307)

EXTEND

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

Jing-mei is going to fulfill her mother's dream and will get to meet her half-sisters for the first time. She realizes she doesn't know what it means to be Chinese but she is Chinese.

Write a one-paragraph narrative responding to the above prompt. What do you think it means to be Chinese? How can the daughter of two Chinese parents not know what it means to be Chinese? Use information from today's reading and from experiences regarding your own race/ethnicity to respond to today's prompt.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 30

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

What is Customs and Border Patrol?
Customs and Border Patrol is one of the Department of Homeland Security's largest and most complex departments, with a priority mission of keeping terrorists and their weapons out of the U.S. It also has a responsibility for securing and facilitating trade and travel while enforcing hundreds of U.S. regulations, including immigration and drug laws.

All nations have Customs and Border Patrols. As a form of security and protection, it is required by law to prove your identity through your passport when you enter and leave a country. In today's chapter Jing Mei reports to customs as she enters China to meet her family.
http://www.cbp.gov/

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

laden (311)	customs (311)	sternly (314)	relic (315)	consistency (319)

READ

Review Review the timeline from the beginning every day.

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

p. 311-320 Part II

Setting	Characters	Pages
China; customs	Jing-mei, her father	311-314
China; Train Depot	Jing-mei, her father, her father's relatives	314-318
China; Hyatt Hotel	Jing-mei, her father, her father's relatives	318-320

RESPOND

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

Students might mention:

- Jing-mei and her father are coming closer to their stop in China—she is still convinced she could not pass for a true Chinese;
- As she gets close to customs she reflects back to a conversation she had with her mother about her mother's family;
- Her mother was convinced they were dead—she argued with her mother;
- Her mother gave her details of returning home to find her home had been bombed and all of the ruins;
- Her relatives meet them at the train station. Her father and her aunt speak rapidly and are crying as they meet. Jing-mei takes their picture with a Polaroid and they watch as their images appear;
- They travel together to their hotel—it is really lavish. Jing-mei is upset she only wanted to spend $34.00. When she went to argue at the desk she found that is what she was paying;
- She was excited to have a traditional Chinese meal. Once they got to the room it was determined they would stay in so they could catch-up.
- Her family wanted to order room service—they wanted hamburgers, French fries, and apple pie.

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

EXPLORE

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

Key Questions

1. What would Jing-mei have to be or look like to pass as a true Chinese person?
2. How did her mother find out her relatives were dead?
3. Her mother was very matter-of-fact when she spoke of the dead relatives. Do you think she was not compassionate? Not caring? Why do you think she did not show more emotion when speaking of them?
4. Why was it significant for Jing-mei's father and aunt to watch their images appear in the photo?
5. Jing-mei keeps referring to "Communist China." What do you think she was expecting when she got there?
6. They are in Communist China and they are staying in a wonderful hotel for $34.00 per night. Why do you think the hotel was so affordable? What does the form of government have to do with the prices?
7. If you were Jing-mei and could ask your dead mother anything, what would you ask her and why?

Analyze Analyze the key paragraph.

Key Passage, p. 319

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"So it is decided. We are going to dine tonight in our rooms, with our family, sharing hamburgers, French fries, and apple pie a la mode" (p. 319)

EXTEND

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

When Jing-mei arrived at the hotel she was excited to meet her family and also have an authentic Chinese meal. As they drove through the city she discovered that China is much like the United States. Big cities have traffic, big buildings, large hotels, and plenty of retail stores. The relatives decide they want to stay in for dinner in order to spend more time with Jing-mei and her father. They want a typical American dinner. This is clearly not what Jing-mei was expecting.

Place yourself in Jing-mei's shoes. Write a one-paragraph narrative describing what your expectations would be if you were to visit China. In addition, describe how things probably are in reality. Use information you have learned from your reading so far to help you with your response.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 31

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

Why is integrity important?

The single most important quality you can ever develop that will enhance every part of your life is the value of integrity. Integrity is the core quality of a successful and happy life. Having integrity means being totally honest and truthful in every part of your life. By making the commitment to become a totally honest person, you will be doing more to ensure your success and happiness in life than anything else you can ever do.

Integrity is a value, like persistence, courage, and intelligence. It is your choice of values and resolution to live by those values that form your character and personality. And it is integrity that enhances all your other values. The quality of person you are is determined by how well you live up to the values that are most important to you. Integrity is the quality that locks in your values and causes you to live consistent with them. Integrity is the foundation of character. A person who has integrity also has an unblemished character in every area of his or her life. One of the most important activities you can engage in is developing your character. And one of the best ways to develop your character is by consistently doing the same things that a thoroughly honest person would do in every area of his or her life.

Commit to and maintain a high level of expectations for yourself. and to do these 'things' not just when all eyes are on you. Live and breathe integrity, especially when you are alone.

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

character (322)	impurities (323)	essence (323)	barter (324)	delirious (326)

READ

Review Review the timeline from the beginning every day.

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

p. 320-332 Part III

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Setting	Characters	Pages
Hotel	Jing-mei, Father, Aiyi	320-330
Shanghai Airport	Jing-mei, Father, Mei Ching, Mei Han, Wang Chwun Yu, Wang Chwun Hwa (Twins)	330-332

RESPOND

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

Students might mention:

- Jing-mei and her family are at the hotel. It is late and they have been telling stories and catching up. Everyone is asleep. Aiyi is asking her father about the twins.
- He starts to tell the story: Jing-mei's mother was warned early about the invasion. She thought she could take her valuables and flee using her money to catch a ride;
- She walked for many miles and continued to get sick. No one was stopping;
- She realized she would have to leave the babies. As the road cleared she put money and valuables in their clothes and left them on the side of the road;
- They were found later by two urchins who lived in the caves in the valleys;
- They considered the girls good luck and fell in love with them;
- When they were eight their mother took them to the city to try and find their family—the house had been destroyed and turned into something else. They didn't know where to find any other relatives;
- As the years passed they were able to exchange letters. A friend recognized the girls and wrote to Jing-mei's mother;
- By that time her mother had already passed on.

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

Historical Time Line
World History Timeline (to track events that are happening in Asia in present day as Waverly travels to China)

EXPLORE

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

Key Questions

1. Why didn't Jing-mei's mother tell anyone she was looking for the babies?
2. What was happening in the country that the government told the newspaper what to write?
3. Jing-mei's father describes the girl's names. Why are names important? What do names mean?
4. What options do you think her mother had? Given the situation what would you have done?
5. What do you think will happen at the meeting with the sisters?
6. The author talks about good-byes. Why is it important to be able to say and mean good-bye?

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7. Do you think that Jing-mei learns what it means to be Chinese? What do you think she learned?

Analyze Analyze the key paragraph.

Key Passage, p. 330

"And now at the airport, after shaking hands with everybody, waving good-bye, I think about all of the different ways we leave people in this world. Cheerily waving good-bye to some at airports, knowing we'll never see each other again. Leaving others on the side of the road, hoping we will. Finding my mother in my father's story and saying good-bye before I have a chance to know her better" (p. 330).

EXTEND

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

Today, my mother's greatest wish came true. She got to see her children together. And for the first time since infancy, her twins got to see her. They got to say goodbye. I realized, while looking at the Polaroid of the three of us, that my mother, my culture and my family were a part of me. This is the home in my heart. They are a part that I do not want to lose touch with again.

What do you think Jing-mei can do to maintain the home in her heart where her mother and her sisters and my Chinese culture live? How can she show respect for each as she continues to live her life in America? As you write think of ways you can respect your past and culture but live a full life in a new culture without being disrespectful. Keep in mind that it is acceptable for you to not fully embrace and happily accept all aspects of this new culture, but focus on how you can make the best of the situation and to always place respect at the forefront. We live in this world together. Do your part to keep it peaceful and harmonious.

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 32 Final Writing Product

Standards for Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well0structured event sequences.
W3a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W3e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

The final writing product for *The Joy Luck Club* is a response to literature. Think of the stories you have read so far. Think of the struggles the mothers have encountered in order to give their children a better life.

Read the introduction on page 3-4 paying special attention to the following quote *"For a long time now the woman had wanted to give her daughter the single swan feather and tell her, 'This feather may look worthless, but it comes from afar and carries with it all my good intentions.'"*

Use this information to write a 5-paragraph essay. Based on the above introduction what do you think the author was trying to convey? Support your ideas with your ideas and views found in the text or from your experiences. Using your previous experiences how does this introduction impact you?

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Character Based Literacy Program 60-Minute Lesson Plan
The Joy Luck Club, Day 33 Community Connection

Standards for Writing

The overlying premise of *The Joy Luck Club* is family and family history. This project is going to help us understand the value of family history and how history can help or hinder you. Visit and explore the following website. Use the links and articles to teach a social studies lesson on ancestors and relatives.
http://www.byub.org/ancestors/

Have students answer the following questions:

1. What is history and why is it important?
2. In your opinion what do you think the greatest history book is? Why?
3. What is the value of knowing your family history?
4. How can family history help you or hinder you?

Social Connection/Service Learning
Contact your local Senior Citizen Home.
Have students conduct a needs assessment.
Based on the needs of the home have students create a project that fulfills those needs.

In class: Students can make and send cards or posters to the home.
Some ideas:
- Seasonal posters (Summer, Fall, Winter, Spring)
- Holiday posters
- Cards that can be placed on meal trays (generic have a nice day cards, birthday, or seasonal. Because many of the residents may not get well, do not have students make get well cards.)

Trip: Working with the home, have students plan a trip to the home. Students can visit and talk to the seniors, read or sing, do light chores, or help with crafts.

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