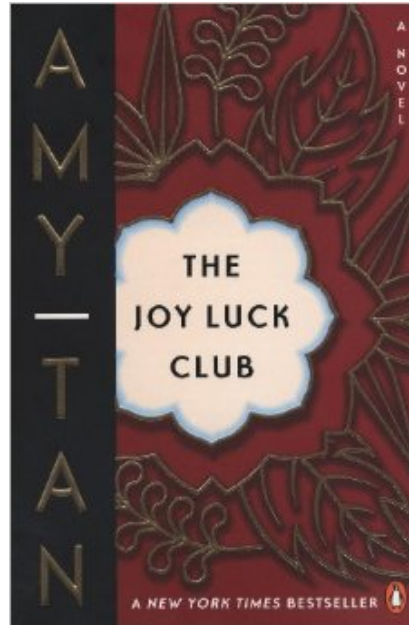


The Joy Luck Club, Exploring Diversity



Designed by Qiuja Guo

The Joy Luck Club, Exploring Diversity

Lesson 1, *the Joy Luck Club*, Exploring Diversity

October 10, 2014
 English II (10th grade)
 60 minute block

Instructional Context

- In this unit, students will give examples on situations where they have conflicting opinions with their parents. I will show them how to visualize their ideas on Popplet. Later, students watch a clip of interview video on the author Amy Tan. They will add Amy’s personal accounts to the Popplet they created. Last, as this lesson’s assignment, students will do a 300-word journal writing on what kinds of conflicts children have with their parents.
- This unit’s pre-reading activities aim to activating students’ background knowledge through relating to their personal experiences and drawing upon the author’s accounts. The video gives students a direct and visual representation of the author’s cultural background. The Popplet helps visualize students’ ideas, allows engagement and collaboration, and provides a clear structure students can refer to in their journal writing.

OBJECTIVES:	STANDARD:	ASSESSMENT
Students will be able to give examples on situations where they have conflicts with their parents.	CCSS.ELA-LITERACY.SL.9-10.1 (Comprehension and Collaboration) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<input checked="" type="checkbox"/> Formative Summative Class discussion Popplet
Students will be able to identify Amy Tan’s conflicts with her mother in a clip of interview video.	CCSS.ELA-LITERACY.CCRA.R.7 (Integration of Knowledge and Ideas) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<input checked="" type="checkbox"/> Formative Summative Popplet
Students will be able to summarize and write down types of conflicts between parents and children.		<input checked="" type="checkbox"/> Formative Popplet; Journal writing

Instructional Strategies and Learning Tasks

Time	Instruction	Teacher Action
10 minutes	<p><i>Introducing the objectives</i></p> <ul style="list-style-type: none"> Tell students that in the following three lessons they will start reading an Asian American writer Amy Tan’s novel <i>the Joy Luck Club</i>. In this class, they will work in groups, explore conflicts between parents and children, and demonstrate group work through Popplet. <p><i>Modeling</i></p> <ul style="list-style-type: none"> Introduce to students that Popplet is a collaborative brainstorming tool. It allows users to organize and visualize ideas. Demonstrate how to create an account, add texts, and draw lines indicating connections. 	<ul style="list-style-type: none"> Observe where students are confused. Check whether students have questions.
25 minutes	<p><i>Building up background knowledge (drawing on personal experiences)</i></p> <ul style="list-style-type: none"> Students discuss the following questions in whole class: “What does your family dream of you? What do you want for yourself? What happens when these conflict?” Students work in groups of three, summarize in which aspects parents and children may have different opinions. Students create a Popplet on “conflicts between parents and children” and add texts indicating their opinions. Students should finish their work within fifteen minutes. <p><i>Sharing</i></p> <ul style="list-style-type: none"> Tell the whole class what’s included in their group work. 	<ul style="list-style-type: none"> Project questions on board. Facilitate discussion; listen to some students’ opinions and ask them to elaborate (giving examples, etc.). Walk around. Provide assistance in using Popplet.
5-10 minutes	<p><i>Building up background knowledge (getting to know the author)</i></p> <ul style="list-style-type: none"> Tell students they will watch part of an interview on Amy Tan. In that clip of video, Amy Tan talked about her childhood memories. Students should pay special attention to Amy’s relationship with her mother. Students watch a clip of video (01:50- 	<ul style="list-style-type: none"> Play the video; adjust volume of the video and

	5:12).	light in the classroom
15 minutes	<p>Group work and sharing</p> <ul style="list-style-type: none"> • Students work in groups and add Amy's personal accounts to the Popplet they just created within ten minutes. • Students share what they've added. 	<ul style="list-style-type: none"> • Walk around; make sure every student is involved;
<p>Homework</p> <p>Tell students they will do a <i>the Joy Luck Club</i> Portfolio throughout three lesson units. As part of this portfolio, they will base on today's discussion and their personal experiences to do a 300-word journal writing about types of conflicts between generations. The journal writing should be completed before next class.</p>		

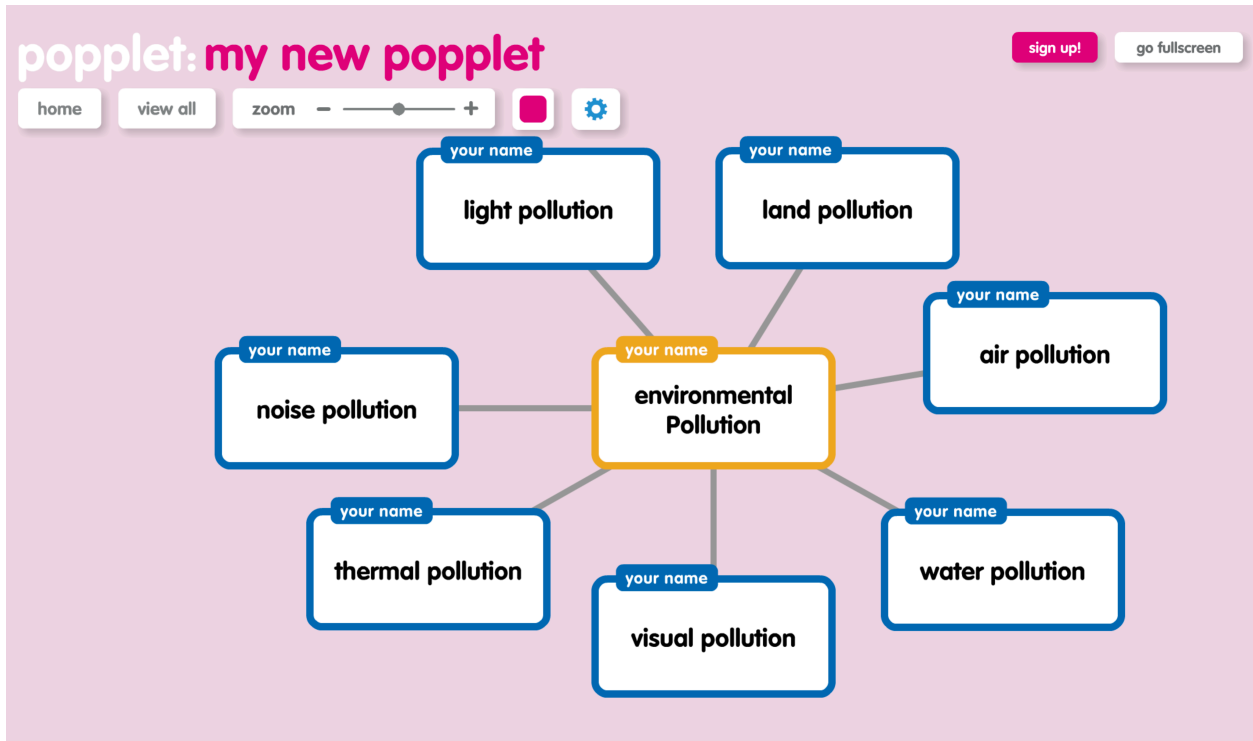
Student Supports

- If students are confused what they are expected to discuss, give students my personal experience and direct them to topics that I want them to discuss.
- Since it's the first time that students use the Popplet, they may need an example to get an idea of what an accomplished work looks like. I will center on the topic of environmental pollution and demonstrate the process of creating a Popplet and adding texts (see below).

Materials and Resources

- Teacher: white board, projector, laptop, youtube video (https://www.youtube.com/watch?v=0zuRO4M6D_Y)
- Students: laptops, pens/pencils

Sample Popplet on environmental pollution (modeling)



Lesson 2, *the Joy Luck Club*, Exploring Diversity

October 17, 2014
 English II (10th grade)
 60 minute block

Instructional Context

- In this unit, students will create an ongoing Quizlet word list and add words they come across while reading *the Joy Luck Club*. Students have experiences using Quizlet, but they still need a sample word list to have an idea of what an accomplished word list looks like on Quizlet.
- In this lesson, students will use three reading strategies: setting a purpose before reading, highlighting, and summarizing. They've practiced using these strategies before. This lesson allows them to practice integrating the three strategies and to present their work through graphic organizer.

OBJECTIVES:	STANDARD:	ASSESSMENT
Students will be able to	CCSS.ELA-LITERACY.L.9-10.4	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative

identify meanings of <i>fascinated, assortment, heaving, miniature, and prodigy.</i>	(Vocabulary Acquisition and Use:) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	Vocabulary quiz
Students will be able to cite and summarize textual evidence to demonstrate understanding of characters, plot, and events in the text.	CCSS.ELA-LITERACY.RL.9-10.1(Key Ideas and Details) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<input checked="" type="checkbox"/> Formative Summative Graphic organizer

Instruction

TIME	STUDENT ACTIONS	TEACHER ACTIONS
15 minutes	<i>Vocabulary instruction</i> <ul style="list-style-type: none"> • Before reading, introduce five words students may come across while reading the assigned text. • Students finish a vocabulary quiz within eight minutes (see below). • Ask students to create a new word list on Quizlet and add new words as they read <i>the Joy Luck Club</i>. Explain to them that they should include new words, their definition, and example sentences in sentences in the word list. • Pass out a webpage screenshot to demonstrate what an accomplished Quizlet word list looks like (see below). 	<ul style="list-style-type: none"> • Pass out Quizlet example
15 minutes	<i>Setting a purpose</i> <ul style="list-style-type: none"> • Students are divided into groups of three or four. Make it clear to students that the purpose of reading is work together and cite textual evidence to complete a graphic organizer (see below). The organizer asks details and facts that can be found or logically inferred from the text. • Students look through the graphic organizer and ask teacher for 	

	<p>clarification if they don't know how to do the task.</p> <p>Silent reading</p> <ul style="list-style-type: none"> Students read the text (page 17-26) silently within ten minutes. 	<ul style="list-style-type: none"> Make sure students not make much noise and disturb others;
15 minutes	<p>Group work</p> <ul style="list-style-type: none"> Students highlight textual evidence in their text copies, summarize what they've read, and write down key words or sentences in the graphic organizer. Tell students that they should finish work within fifteen minutes and the graphic organizer is part of the final portfolio. 	<ul style="list-style-type: none"> Pass out graphic organizer Walk around; make sure students know what they are supposed to do; Make sure each student contribute to group work in some way.
10 minutes	<p>Sharing</p> <ul style="list-style-type: none"> Group members come to the front, present what they fill out for one box in the graphic organizer, and give textual evidence. Other groups add to this group's answers. 	<ul style="list-style-type: none"> Make sure every group have a chance to present. Ask students to be attentive while other groups are presenting.
<p>Homework</p> <ul style="list-style-type: none"> Students read the remaining text (page 27-41) of Part One, Chapter One. 		<ul style="list-style-type: none"> Acknowledge every student's contribution to today's class; Pass out copies of reading text for next class

Student Supports

- For ELLs who have limited literacy in English, they can add definitions in their native language on Quizlet word list.
- If some groups complete the graphic organizer early, ask them to write down details or facts they think are important or interesting on the margins of the organizer and get prepared to share to other groups later.

Materials and Resources

- Teacher: vocabulary quiz handouts, Quizlet example handouts, white board, projector, laptop
- Students: laptops, pen/pencil, graphic organizers, highlighters

Vocabulary practice sheet

A. Decide which part of speech the following words belong to. Give your understanding of their meanings. Make a sentence using the words.

Word	Part of Speech	Definition	Sentence
Assortment	Noun		
Fascinated	Verb		Chris was <u>fascinated</u> by the novel.
Heaving			After lifting the heavy table, her chest was <u>heaving</u> .
Miniature		Very small	
Prodigy	Noun		

B. Apply what you know. Decide whether each statement below is true or false.

1. _____ Shirley Temple was an acting child **prodigy** of the 1930s.
2. _____ If you are breathing heavily, your chest may be **heaving**.
3. _____ If a library has a large **assortment** of books, it does not have much to read.
4. _____ Bored is the opposite of **fascinated**.
5. _____ An adult can sit comfortably on a **miniature** chair.

Sample Quizlet word list (modeling)

STUDY PLAY

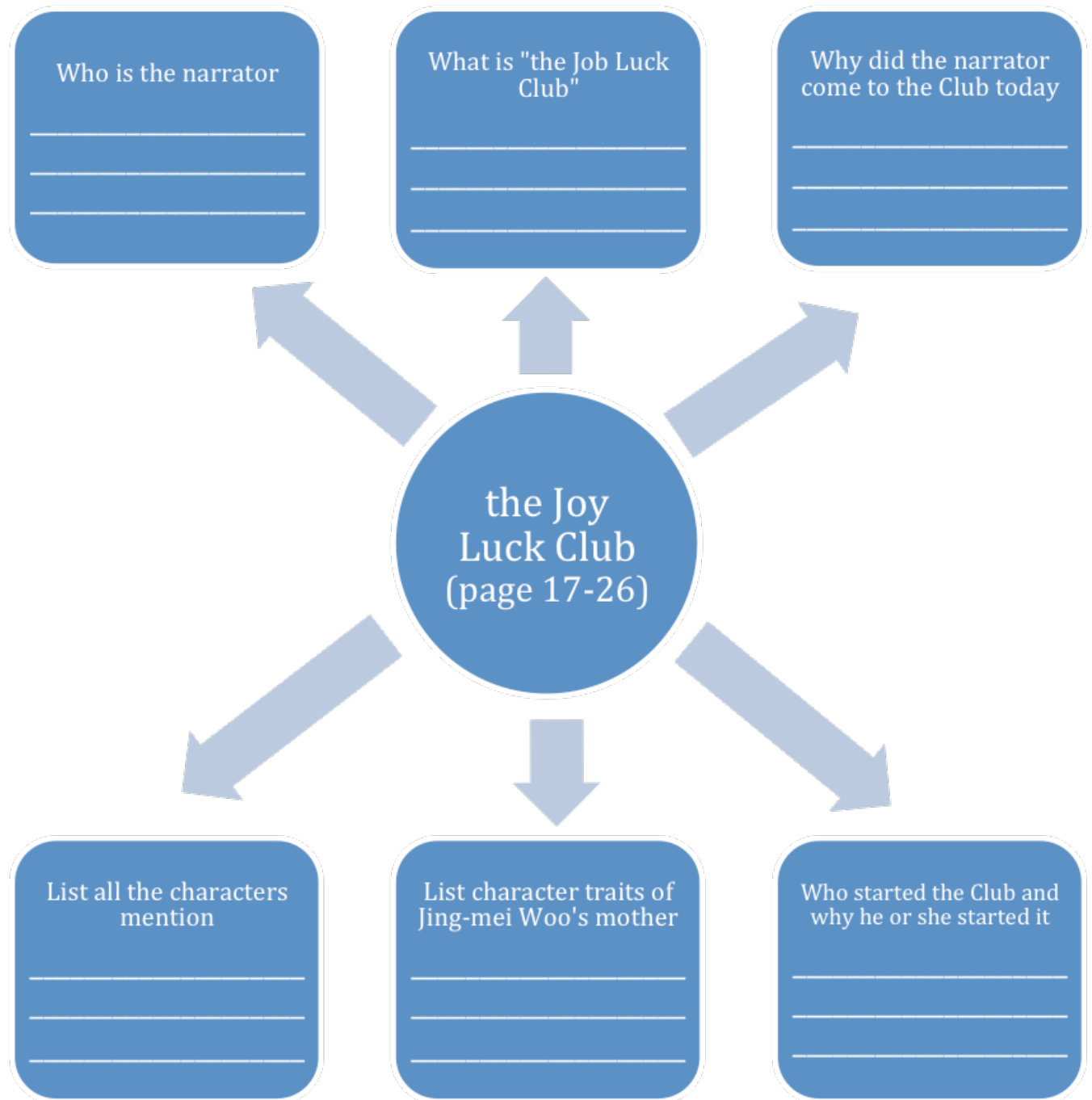
Flashcards Learn Speller Test 50% last try Scatter Space Race

List Class Progress **NEW!** Scores Info

Most Missed Original Alphabetical

assortment	Definition: Collection or variety Example sentence: Sam chose a Twizzler from the assortment of candy.	☆ 🔊 🎤 ✎
heaving	Rising and falling After lifting the heavy table, her chest was heaving.	☆ 🔊 🎤 ✎
miniature	Very small The dollhouse contained miniature furniture.	☆ 🔊 🎤 ✎
fascinated	intently interested by something Chris was fascinated by the novel.	☆ 🔊 🎤 ✎
prodigy	A child of unusually high talent The way she played the piano proved she was a musical prodigy.	☆ 🔊 🎤 ✎

Graphic organizer



Lesson 3, *the Joy Luck Club*, Exploring Diversity

October 24, 2014
 English II (10th grade)
 60 minute block

OBJECTIVES:	STANDARD:	ASSESSMENT
Students will be able to integrate information such as environment, activities, and character traits presented in multiple texts.	CCSS.ELA-LITERACY.RI.9-10.7 (Integration of Knowledge and Ideas) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<input checked="" type="checkbox"/> Formative Summative Inquiry chart
Students will be able to analyze causes of misunderstandings between Suyan Woo (mother) and June Woo (daughter).		Formative <input checked="" type="checkbox"/> Summative Journal Entry (<i>The Joy Luck Club</i> Portfolio)

Instruction

TIME	STUDENT ACTIONS	TEACHER ACTIONS
2 minutes	<i>Introducing objectives</i> <ul style="list-style-type: none"> Tell students that they will use multiple texts to understand causes of misunderstandings between Suyan Woo (mother) and June Woo (daughter). They will integrate these texts' information and give responses to questions in the inquiry chart. 	
8 minutes	<i>Film watching</i> <ul style="list-style-type: none"> Students watch a part (0:00-7:35) of <i>the Joy Luck Club</i> film. This part of film is about Part One in the book. Students pay attention to the environment of the Club and the social activities going on in the Club. 	
15 minutes	<i>Excerpt from another book</i> <ul style="list-style-type: none"> Students read a text on family roles in the 20th century China within in fifteen minutes. The excerpt was from <i>The Pageant of Chinese History</i> by Elizabeth Seeger. 	<ul style="list-style-type: none"> Pass out text
15 minutes	<i>Text talk</i>	<ul style="list-style-type: none"> Walk around. Give

	<ul style="list-style-type: none"> Students work in groups, analyze the information in the three texts (film, family roles text, and Part One of <i>the Joy Luck Club</i>), and complete the inquiry chart in groups. 	clarification on how to do the task.
10 minutes	<p>Sharing text talk</p> <ul style="list-style-type: none"> Students share their group work. 	
10 minutes	<p>Higher level questions</p> <ul style="list-style-type: none"> Guide the whole class to think about the cultural reasons behind mother-daughter tensions: Did Jing-mei's family history affect her life? If yes, in what way? Did Jing-mei know what happened to her mother back in China? Did the lack of knowledge about her mother's past experience cause their relationship tensions? Will you feel distant from your family members if you don't know their past? 	invite students to share any thoughts about what they've learned
<p>Homework Students write a 400-word journal entry on causes of generational conflicts in immigrant families, citing Part One of <i>the Joy Luck Club</i>.</p>		

Student Supports

- For groups that finish the inquiry chart early, encourage them to create their own questions on the fourth column and be prepared to share their questions later in whole class discussion.
- If students find the family roles article confusing, encourage them to draw something like a flow chart to better understand the hierarchy in the 20th century Chinese family.

Materials and Resources

- Teacher: *the Joy Luck Club* CD, inquiry chart handouts, white board, projector, laptop
- Students: pen/pencil, highlighters, family role articles, inquiry chart

Inquiry Chart

	What's the role of "the Elder" in Chinese families?	In which aspect do children and parents have different/conflicting opinions?	(Create your own questions)
Text 1: Film			
Text 2: Family roles in 20th Century China			
Text 3: Part One, Chapter One of <i>the Joy Luck Club</i>			

Family Roles in 20th Century China

[EXCERPT FROM *The Pageant of Chinese History* BY ELIZABETH SEEGER.]

For in China, the family was even more important than it is in our country, and it was very much larger. In our country, a family is usually made up of a father and mother and their children; perhaps one or two of their relatives may live with them, but usually each family has its own house. In China, however, when a man grew up, he did not leave his father's house; he brought his wife home with him, and they lived with his parents in one big household. His brothers did the same thing, so that there were several families living together in the one home. The houses were built around open courtyards, and new houses and new courtyards could be added if they were needed, so that there was room for everyone. No one left the home except the daughters when they married, for then they went to their husbands' homes and lived with their parents-in-law.

The oldest man, usually the grandfather, was the head of the household; he was called the Elder, and no matter how old the sons and the grandsons were, they must respect and obey him, and they could do nothing important without his permission. His wife, the grandmother, had charge of all the housekeeping, and the unmarried daughters and the sons' wives must obey her and serve her. When the Elder died, his oldest son took his place, and the life of the household went on as before. Nothing belonged to any one person, for everything belonged to the family. All that the men raised in the fields or earned by their work was brought home and shared by everyone, and the women did the work of the house together.

When anything important had to be done, the Elder called a family council, and they decided together what they should do. The family arranged the marriages of the sons and daughters, and decided what work the boys should be prepared for; if one of the sons wanted to go to another village or province and make his home there, he must ask the consent of the Elder. This way of living bound them all very closely together, and gave them a strong family feeling.

When the old people died, food and clothing were put in their graves, for it was believed that their spirits went right on living and would need those things. At certain times of the year, food and gifts were offered to them again, so that they would be happy and comfortable in the next world; and the family told them any important events that had happened—the birth of a child, a flood, a drought, a good harvest—just as if they had been alive, and asked their blessing on all that was being done. For if their spirits still lived, would they not be deeply interested in all that went on at home?

The household was a little community, where each one lived for the good of all. It was like a tiny state. That was why it was so important for a king, or for anyone else, to live happily with his family. If he could be obedient and reverent to his parents, and live at peace with his brothers and sisters, and love all his brothers' children nearly as much as his own; if he could live so well that there were no quarrels and no unhappiness in such a big household, then, indeed he was fit to govern a province or a kingdom.