

Unit Title: The Joy Luck Club: A Multicultural Approach

Grade Level: Grade 11

Duration: 12 lessons, 75 minutes each

Unit Rationale:

My goal for both this unit and as an English teacher is to find ways to encourage my students to value pluralism and to combat racism through the use of a variety of literary texts that are written by authors from both Western and non-Western traditions. I have specifically chosen *The Joy Luck Club*, by Amy Tan, as one of the novels to achieve this goal. It is important that, in a country that prides itself on its multiculturalism and diverse population, to develop a curriculum that works towards integrating rather than merely appending sections of works by authors who reflect the diversity of this country. The purpose of this unit is to provide students with the tools they need to comfortably, empathetically, and fairly interact with diversity.

Through the literary engagement of this novel and the variety of themes, such as: historical and cultural context, internal and external conflicts, sense of self and identity (suffering and survival, appearance versus reality), characterization, symbolism and imagery; lessons, and activities that will be involved with it, students will hopefully possess the ability to make connections from the text to their own lives and experiences and gain a new and insightful perspective of their own culture as well as those that differ from theirs by the unit's end.

Prescribed Learning Outcomes:

This unit covers a significant number of the Prescribed Learning Outcomes that are found in the B.C. Ministry of Education's English Language Arts 11 Integrated Resource Package. These are as follows:

Comprehend and Respond (Strategies and Skills)

- Students will make use of and evaluate a variety of strategies before, during and after reading, viewing, and listening to increase their comprehension and recall.
- Students will explain the effects of literary devices and techniques, such as symbolism and imagery.

Comprehend and Respond (Comprehension)

- Students will demonstrate the understanding of the main ideas, events, or themes of the novel and electronic media.
- Students will organize details and information from the novel using a variety of written or graphic forms.
- Students will synthesize and report on information from more than one source that they have read, heard, or viewed to address a variety of topics and issues.
- Students will interpret details in and draw conclusions from the information presented in a variety of graphic formats, including illustrations, maps, charts, and graphs.

Comprehend and Respond (Engagement and Personal Response)]

- Students will make connections between the ideas and information presented in literary and mass media works and their own experiences.
- Students will demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation of the novel.
- Students will display respect for the diverse languages and cultures of the communities represented in classroom, local, provincial, national, and international literary and mass media works.

Comprehend and Respond (Critical Analysis)

- Students will analyse the merits of print and electronic communications in relation to given criteria.
- Students will demonstrate an appreciation of how their experiences and their membership in communities influence their interpretations of what they read, view, and hear.
- Compare and analyse different presentations of the same ideas and issues.

Communicate Ideas and Information (Knowledge of Language)

- Students will use a variety of computer functions and software to create and edit their presentations.

Communicate Ideas and Information (Composing and Creating)

- Students will locate, access, and select appropriate information from a variety of resources.
- Students will apply various strategies to generate and shape their ideas.

Communicate Ideas and Information (Improving Communications)

- Students will demonstrate a willingness to accept and provide constructive criticism and feedback to improve clarity, meaning, and style of their communications.

Communicate Ideas and Information (Presenting and Valuing)

- Students will create a variety of communications using different tones and voices to evoke emotions, influence, persuade, and entertain.

Self and Society (Working Together)

- Students will use language to interact and collaborate with others to explore ideas and to accomplish goals.

Self and Society (Building Community)

- Students will interact purposefully, confidentially, and ethically in a variety of situations.
- Students will value and respect the diversity of language and culture in Canadian society.

Unit Assessment and Evaluation for *The Joy Luck Club*:

This unit consists of assessment and evaluation marks that total 100% that will be taken from participation, journals, pre-reading activities, mini-assignments, final assignments and quizzes. Students will be given a criteria handout for each assignment that will discuss what is expected of them. These handouts will be given prior to the assignments. They will also be given a handout of this unit assessment and evaluation, as well as the unit overview.

Participation <ul style="list-style-type: none">▪ Class discussions▪ Group work▪ Participation and cooperation	10%
Portfolio <ul style="list-style-type: none">▪ The portfolio will consist of the following: an assigned prompt for each section written as a journal entry (4 entries in total), an on-going vocabulary and Chinese phrases section to be filled out as students read or ahead of time if they wish, and various classroom activities (brainstorming, notes etc)▪ For the journals, students will be given a choice of prompts to write about▪ Journals will be marked based on content (creativity, personal connection, effort), and overall understanding▪ Journals will not be marked on grammar, however, if there are gross grammatical errors, marks will be taken off.	15%

<ul style="list-style-type: none"> ▪ The portfolios will be gathered weekly for assessment ▪ *Refer to Appendices B for criteria and checklist* 	
<p>History/Background Pre-Reading Assignment</p> <ul style="list-style-type: none"> ▪ This is the pre-reading assignment that will take a total of one and a half days ▪ Students will be introduced to the topic of the novel and will be split into 6 groups (5 students per group) ▪ These groups will be assigned one of two history/background assignments and given class time to complete them ▪ They are to present their assignments in a jigsaw the following day ▪ *Refer to Appendices B for criteria* 	10%
<p>Mini-Assignment</p> <ul style="list-style-type: none"> ▪ Each of the four sections in the novel will have a mini-assignment ▪ Students will be given the criteria for each assignment at the start of each section ▪ Each mini-assignment is worth 10% ▪ *Refer to Appendices B for detailed Criteria* 	40%
<p>Final Assignment</p> <ul style="list-style-type: none"> ▪ Students will be given a choice of final assignments to choose from, which will include group or individual work. 	15%

<ul style="list-style-type: none"> ▪ The final assignment will be an accumulation of the four sections of the novel ▪ The criteria for the final assignment will be given to students the week prior to its due date, so they can get an early start if they like. ▪ *Refer to Appendices B for criteria* 	
<p>Quizzes</p> <ul style="list-style-type: none"> ▪ There will be a quiz following each section of the novel to ensure that students are doing their readings on time as well as understanding. ▪ There will be a total of four quizzes, each being worth 2.5% ▪ Each quiz will consist of 5 questions that will be based on the four chapters that make up the section. ▪ The questions will be based on an efferent reading of the novel. ▪ *Refer to Appendices C for a copy of the quizzes and answer key* 	<p>10%</p>

Unit Overview

Day One	Pre-Reading (Hook) <ul style="list-style-type: none">▪ Brainstorm of ideas (KWL)▪ History/Background assignment
Day Two	Continuation of Pre-reading assignments <ul style="list-style-type: none">▪ Finish working on assignments▪ Present assignments in jigsaw Introduce Novel <ul style="list-style-type: none">▪ Briefly discuss themes, issues▪ Hand out criteria for unit, discuss expectations▪ Questioning period Homework <ul style="list-style-type: none">▪ Assign chapters one and two
Day Three	Section One: Feathers From A Thousand Li Away <ul style="list-style-type: none">▪ <i>Chapter One "Jing-Mei Woo: The Joy Luck Club" p.5-32</i>▪ <i>Chapter Two "An-Mei Hsu: Scar" p.33-41</i> Assignments and Activities: <ul style="list-style-type: none">▪ Free write▪ Discussion▪ Group activity▪ Mini-assignment #1: short essay Homework <ul style="list-style-type: none">▪ Assign chapters three and four
Day Four	Section One Continued <ul style="list-style-type: none">▪ <i>Chapter Three "Lindo Jong: The Red Candle" p.42-63</i>▪ <i>Chapter Four "Ying Ying St. Claire: The Moon Lady p.64-83</i> Assignments and Activities:

	<ul style="list-style-type: none"> ▪ Journal Entry #1 ▪ Discussion ▪ Section 1 Quiz <p>Homework</p> <ul style="list-style-type: none"> ▪ Assign chapters five and six
Day Five	<p>Section Two: The Twenty-Six Malignant Gates</p> <ul style="list-style-type: none"> ▪ <i>Chapter Five "Waverly Jong: Rules of the Game" p.89-103</i> ▪ <i>Chapter Six "Lena St. Claire: The Voice From the Wall p.104-121"</i> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> ▪ Group activity ▪ Discussion ▪ Start mini-assignment #2: I dentity Wind Chime <p>Homework</p> <ul style="list-style-type: none"> ▪ Assign chapters seven and eight
Day Six	<p>Section Two Continued</p> <ul style="list-style-type: none"> ▪ <i>Chapter Seven "Rose Hsu Jordan: Half and Half" p.122-140</i> ▪ <i>Chapter Eight "Jing-Mei Woo: Two Kinds" p.141-155</i> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> ▪ Discussion ▪ Section Two Quiz ▪ Complete mini-assignment #2: I dentity Wind Chime ▪ Journal Entry #2 <p>Homework</p> <ul style="list-style-type: none"> ▪ Assign chapters nine and ten
Day Seven	<p>Section Three: American Translation</p> <ul style="list-style-type: none"> ▪ <i>Chapter Nine "Lena St. Claire: Rice Husband" p.161-181</i> ▪ <i>Chapter Ten "Waverly Jong:</i>

	<p><i>Four Directions" <u>p.182-205</u></i></p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> ▪ Journal Entry #3 ▪ Discussion ▪ Group activity: Character Sketch <p>Homework</p> <ul style="list-style-type: none"> ▪ Assign chapters eleven and twelve
Day Eight	<p>Section Three Continued</p> <ul style="list-style-type: none"> ▪ <i>Chapter Eleven "Rose Hsu Jordan: Without Wood" <u>p.206-220</u></i> ▪ <i>Chapter Twelve "Jing-Mei Woo: Best Quality" <u>p.221-236</u></i> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> ▪ Discussion ▪ Section 3 Quiz ▪ Mini-assignment #3: Group Tableau <p>Homework</p> <ul style="list-style-type: none"> ▪ Assign chapters thirteen and fourteen
Day Nine	<p>Section Four: Queen Mother Of The Western Skies</p> <ul style="list-style-type: none"> ▪ <i>Chapter Thirteen "Ani-Mei Hsu: Magpies" <u>p.241-273</u></i> ▪ <i>Chapter Fourteen "Ying Ying St. Claire: Waiting Between The Trees" <u>p.274-287</u></i> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> ▪ Discussion ▪ Journal Entry #4 ▪ Start mini-assignment #4: Found Poem <p>Homework</p> <ul style="list-style-type: none"> ▪ Assign chapters fifteen and sixteen

Day Ten	<p>Section Four Continued</p> <ul style="list-style-type: none"> ▪ <i>Chapter Fifteen "Lindo Jong: Double Face" p.288-305</i> ▪ <i>Chapter Sixteen "Jing-Mei Woo: A Pair of Tickets" p.306-332</i> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> ▪ Discussion ▪ Section 4 Quiz ▪ Completion of mini-assignment #4: Found Poem <p>Hand out criteria for final assignment</p> <p>Preparation for the Movie</p> <ul style="list-style-type: none"> ▪ Ask students to bring snacks that represent their own cultures or that represent the Chinese culture
Day Eleven	<p>Watch Movie (Closure)</p> <p>Fill out comparison charts</p>
Day Twelve	<p>Finish Watching Movie (Closure)</p> <p>Discuss comparison charts</p> <p>Present final assignments in "show and tell."</p> <p>Wrap up/Closure of unit</p>

Lesson One

Topic / context	Pre-Reading: Historical background of novel
Lesson Objectives	<p>By the end of the lesson the students will be able to...</p> <ul style="list-style-type: none"> ▪ Look forward to reading the novel <u>The Joy Luck Club</u> with more historical and background knowledge, which will allow them to have a greater understanding and appreciation of the novel. ▪ Work in groups cooperatively and engagingly in order to meet the goal of completing their assignment
Rationale	The purpose of this lesson is to introduce students to the historical background of the novel in order to prepare them for their reading
Materials/aids	<ul style="list-style-type: none"> ▪ The activities require computers with Internet access, so students will be spending the majority of class time in the library, on the computer, and in groups. ▪ I will need handouts of the criteria for this assignment (refer to Appendices B for a copy)
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be evaluated on their participation in their group work

Procedure

Time	Stage	Procedure
5 minutes	Hook: to get student's focused on the lesson, garner their interest and background knowledge	<p>I will start the lesson with a brainstorming session as a KWL, "China and Chinese culture"</p> <p>-I will write their ideas onto the board and ask them to copy it down and place into their portfolios.</p>

10 minutes	Lead-in: to lead into the historical background assignment	<p>-I will discuss their brainstorming ideas, which serve as a lead-into their historical background assignments</p> <p>-I will start by handing out a copy of the assignments, which will consist of a list of criteria to be met in order to receive the full 10% mark (*Refer to Appendices A for a copy and details of assignments*)</p> <p>-I will split the class into 6 groups of 5 each, half the groups will be given assignment #1, and the other half will be given assignment #2</p> <p>-I will ask students to get into their groups and head to the library to start their assignments</p>
55 minutes	Library Group Work	<p>- Students will be working on their assignments using the internet as a resource</p> <p>-I will monitor students while they work on their assignments to ensure they stay on task</p>
5 minutes	Wrap-up for the day	<p>-We will head back to the classroom, where I will gage student's progress to ensure they are well on their way to completing their assignments and are prepared for the next day's lesson</p>

Lesson Two

Topic / context	<ul style="list-style-type: none"> ▪ Continuation of Pre-Reading: Historical background of novel ▪ Introduction of the novel, brief discussion ▪ Hand out criteria and discuss expectations for unit
Lesson Objectives	<p>By the end of the lesson the students will be able to...</p> <ul style="list-style-type: none"> ▪ Refer to Lesson One's Objectives ▪ Cooperate and understand how a jigsaw works ▪ Understand what is expected of them for the unit
Rationale	<p>The purpose of this lesson for students to work successfully in groups while undergoing the jigsaw activity in order to share their assignments. Students will also be introduced to the novel and criteria for the unit.</p>
Materials/aids	<ul style="list-style-type: none"> ▪ Copies of <u>The Joy Luck Club</u> ▪ Criteria handout for unit overview (refer to pages 4-9) ▪ Vocabulary and Chinese phrases handout for portfolio
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be evaluated on the effort that they put into their group assignments and their jigsaw presentations ▪ The bulk of the marks will come from their jigsaw and the final outcome of their assignments, which will be handed in at the end of the jigsaw for evaluation ▪ The assignments will be worth 10 % of the final grade

Procedure

Time	Stage	Procedure
10 minutes	Continuation of group assignments	-I will allow students 10 minutes of class time to get

10 minutes	Preparation for jigsaw	<p>finish off any last minute details for their assignment before we start step two (jigsaw)</p> <ul style="list-style-type: none"> -I will explain to students what a jigsaw is and make sure that they understand what to do -Next, I will split the 6 groups into three jigsaw groups, each jigsaw group will consist of a group who did assignment #1 and a group who did assignment #2 -I will tell students that while one group is presenting their information, the other group is to take notes for their portfolio
20 minutes	Jigsaw activity	<ul style="list-style-type: none"> -Students will share their assignments with their group members -I will monitor the class to ensure that they are all participating and remaining on task
5 minutes	Wrap-up pre-reading, historical background lessons	<ul style="list-style-type: none"> -Reflect on jigsaw and information garnered from it -Remind students to place information from jigsaw into their portfolios
10 minutes	Introduction to novel and unit	<ul style="list-style-type: none"> -I will introduce the novel and briefly discuss what it is about, briefly discuss Amy Tan
15 minutes	Overview of unit and criteria	<ul style="list-style-type: none"> -I will hand out copies of the unit overview and assessment and evaluation and go over it to ensure that they understand what is expected of them

5 minutes	Closure and homework	<p>-I will also hand out the vocabulary and Chinese phrases sheet for the portfolio.</p> <p>-I will answer any last minute questions that students may have</p> <p>-I will assign their first homework reading:</p> <p>Section One: Feathers From A Thousand Li Away</p> <ul style="list-style-type: none">▪ <i>Chapter One "Jing-Mei Woo: The Joy Luck Club" <u>p.5-32</u></i>▪ <i>Chapter Two "An-Mei Hsu: Scar" <u>p.33-41</u></i>
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Lesson Three

Topic / context	Section One: Feathers From A Thousand Li Away <ul style="list-style-type: none"> ▪ <i>Chapter One "Jing-Mei Woo: The Joy Luck Club" p.5-32</i> ▪ <i>Chapter Two "An-Mei Hsu: Scar" p.33-41</i>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in Chapters one and two of the novel through class and group discussions ▪ Relate their own personal experiences to those of the characters through their free write session
Rationale	The point of this lesson is to discuss the first two chapters in depth, with a focus on the characters, themes and issues that arise. Students will also be able to make a personal connection to the reading.
Materials/aids	<ul style="list-style-type: none"> ▪ <u>The Joy Luck Club</u>, by Amy Tan ▪ Chalkboard ▪ Criteria handout for their first mini-assignment (refer to Appendices B for all mini-assignment criteria)
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be marked based upon their participation in the discussion

Procedure

Time	Stage	Procedure
5 minutes	Hook: Symbolism (This coincides with the opening prologue for section one, which is on page 3)	-Brainstorm what symbolism means, what some symbols are for different cultures -Ask students to copy this down and place into their portfolios -This brainstorming session

10 minutes	Free write	<p>will also help with the free write activity.</p> <p>Ask students to do a free write about symbolism</p> <ul style="list-style-type: none"> -Quickly explain what a free write is and ensure that students understand before moving on -Next, ask students to write about "symbolism in my life." -Give them 10 minutes to write -These are to be placed into their portfolios
10 minutes	Handout criteria for first mini-assignment, which will done individually	<ul style="list-style-type: none"> -I will hand out copies of the criteria for their first mini-assignment, which will be a mini-essay about symbolism (See Appendices B for copy of handout). -These essays are to be handed in at the end of section one.
10 minutes	Discussion of Chapter One <i>Jing-Mei Woo: The Joy Luck Club</i>	<ul style="list-style-type: none"> -This is a significant chapter because it discusses the title of the novel as well as touching on several key themes (conflict, mother-daughter relationships) -We will discuss the chapter and the issues that come up
10 minutes	Discussion of Chapter Two <i>"An-Mei Hsu: Scar"</i>	<ul style="list-style-type: none"> -We will discuss this chapter and the events that occur in it (the themes are similar to Chapter one)
25 minutes	Bringing it all together	<ul style="list-style-type: none"> -I will then split students into groups of 5 and assign each group a question, which they will then discuss with the class -When each group is

		<p>presenting their answer, other students are to listen and jot down the answers for their portfolio.</p> <p>-The questions are:</p> <ol style="list-style-type: none">1) What are some of the causes for the conflicting relationship between Jing-Mei and her mother Suyuan? What about An-Mei and her mother, how do the two relationships differ from one another? How are they similar?2) If Jing-Mei was born in China and immigrated to America at a later age (her mid-teens), do you think that her relationship with her mother would be any different? For example, would she suffer from internal conflict rather than external?3) What if the situation was reversed and The Joy Luck Club was about father and son relationships? Do you think they would have similar conflicts because of the differing traditions, or the same?4) Take note of all the Chinese traditions and explain why they are important to the mothers and/or daughters.5) Would the mother-daughter conflicts be any different if they mothers grew up in America also, or are these conflicts universal?
5 minutes	Wrap-up and Homework	-Reflect on the first two

		<p>chapters and the themes that they touched on</p> <ul style="list-style-type: none">-Remind students to place their notes into their portfolios-Assign homework readings: Section One Continued<ul style="list-style-type: none">▪ <i>Chapter Three "Lindo Jong: The Red Candle" p.42-63</i>▪ <i>Chapter Four "Ying Ying St. Claire: The Moon Lady p.64-83</i> <p>-I will also remind them to do their homework reading because there will be a quiz the next day.</p>
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Lesson Four

Topic / context	Section One Continued <ul style="list-style-type: none"> ▪ <i>Chapter Three "Lindo Jong: The Red Candle" <u>p.42-63</u></i> ▪ <i>Chapter Four "Ying Ying St. Claire: The Moon Lady <u>p.64-83</u></i>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none"> ▪ Understand the themes and issues (symbolism, identity, sense of self, arranged marriages, Chinese traditions) that arise in Chapters three and four of the novel through class and group discussions ▪ Relate their own personal experiences to those of the characters
Rationale	The point of this lesson is to have students write in their journals about the themes of these two chapters and reflect on it and connect it to their own lives. Another reason for this lesson is to have students write their first quiz successfully to show that they have done their readings and understood them.
Materials/aids	<ul style="list-style-type: none"> ▪ Quiz #1 and answer key
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be marked on their participation in the journal writing session as well as the outcome of their first quiz, which will be worth 2.5% of their final grade.

Procedure

Time	Stage	Procedure
10 minutes	Hook-Journal Writing	-I will give students two prompts that pick up on the main themes of their assigned readings of chapters 3 and 4. -The aim of the journal is for students to relate the themes and issues of their

10 minutes	Sharing of journals	<p>readings to their own lives, so it is an aesthetic writing exercise, which I will give them 10 minutes to write in.</p> <p>-Two prompts:</p> <p>1) If you were in Lindo Jong's position, would you choose to sacrifice your own happiness to uphold your family's name? Why or why not?</p> <p>2) Have you ever made a wish as profound as Ying-Ying St. Claires? What was the result? Did you believe as she did about wishes and the their powers when you were younger?</p> <p>-I will ask for volunteers to read their journals</p> <p>-I will also write my own during the allotted time and share it with my students</p>
15 minutes	Discussion of Chapter Three <i>"Lindo Jong: The Red Candle"</i> <u>p.42-63</u>	<p>-We will have a class discussion that picks up on the journal prompts and discuss the themes and issues that arise in more detail (symbolism-the red candle, traditional arranged marriages, suffering and survival)</p>
15 minutes	Discussion of Chapter Four <i>"Ying Ying St. Claire: The Moon Lady"</i> <u>p.64-83</u>	<p>-I will lead the discussion into the themes and issues that arise in Chapter Four (Identity, sense of self, cultural traditions-the Moon festival)</p>
10 minutes	Section One Quiz	<p>-After our discussion on these two chapters, I will hand out the quiz for section one, which students will have 10 minutes to complete</p>

<p>10 minutes</p>	<p>Marking the Quiz</p>	<ul style="list-style-type: none"> -I will collect the quizzes and redistribute them for peer marking -I will elicit the answers from my students and write them onto the board -I will ask the students who are marking to make any corrections in red ink and sign their name at the bottom of the quiz -As we are marking the quiz, I will explain each question and the context around it and answer any questions that students may have. -I will then collect the quizzes to record in my mark book. They will get their quizzes back the following day, which they should place into their portfolios.
<p>5 minutes</p>	<p>Wrap-up and Homework</p>	<ul style="list-style-type: none"> -I will wrap up the class by briefly going over the themes of the two chapters and assigning their homework reading: <p>Section Two: The Twenty-Six Malignant Gates</p> <ul style="list-style-type: none"> ▪ <i>Chapter Five</i> <i>"Waverly Jong: Rules of the Game" p.89-103</i> ▪ <i>Chapter Six "Lena St. Claire: The Voice From the Wall p.104-121</i>

Lesson Five

Topic / context	<p>Section Two: The Twenty-Six Malignant Gates</p> <ul style="list-style-type: none"> ▪ <i>Chapter Five "Waverly Jong: Rules of the Game" <u>p.89-103</u></i> ▪ <i>Chapter Six "Lena St. Claire: The Voice From the Wall <u>p.104-121</u></i>
Lesson Objectives	<p>By the end of the lesson the students will be able to...</p> <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in the two assigned chapters as well as connecting them to their own lives ▪ Get a good start on their mini-assignment #2, which is an "identity wind chime."
Rationale	<p>The point of this lesson is for students to delve deeper into their readings for a more aesthetic response as well as to understand the central themes and issues that arise.</p>
Materials/aids	<ul style="list-style-type: none"> ▪ Chalkboard ▪ Poster paper and felts ▪ Handout copies of mini-assignment #2 ▪ Materials for assignment #2-scissors, magazines, newspapers, glue, tape, construction paper, string
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Today's lesson will involve group work, so students will be monitored for their participation, effort and behaviour, which will go towards their participation mark.

Procedure

Time	Stage	Procedure
20 minutes	Hook-Conflict	-The opening prologue for

15 minutes	<p>(This coincides with the prologue for section two, which is on page 87)</p> <p>Discussion of Chapter Five <i>"Waverly Jong: Rules of the Game" p.89-103</i></p>	<p>section two deals with a mother and daughter and conflict.</p> <p>-For the hook activity, I will split my students into groups of 5 and ask them to discuss internal and external conflict with their own parents, which they will write onto a poster with felts that will be provided</p> <p>-Next, each group will show their posters and we will discuss the conflicts and why they occur and how they can be resolved</p> <p>-This chapter discusses the rules of chess as well as the rules of life, the main theme is mother-daughter relationships and the affects that each has on the other's life-we will discuss this and I will ask my students to connect it to their own lives</p> <p>-We will also discuss symbolism-in this chapter wind is the symbol for strength</p>
15 minutes	<p>Discussion of Chapter 6 <i>"Lena St. Claire: The Voice From the Wall p.104-121</i></p>	<p>This chapter deals with appearances versus reality. We will discuss this theme as a class.</p> <p>-This chapter also discusses wind as a symbol, but unlike the previous chapter, wind is seen as a symbol for lack of strength.</p>
20 minutes	<p>Hand out criteria for mini-assignment #2: Identity Wind Chime</p>	<p>-Assignment #2 is also an individual assignment, but students will have class time to work on them.</p> <p>-They are to create an</p>

5 minutes	Wrap-up and Homework	<p>identity wind chime with words that represent who they are on one side and on the other side, words that represent one of the characters in chapters five, six, seven or eight.</p> <p>-They can start constructing their chimes this class and will continue them next class</p> <p>-I will wrap up today's lesson by reminding students to bring any magazines or newspapers to class for their mini-assignment number two and assigning their homework reading:</p> <p>Section Two Continued</p> <ul style="list-style-type: none">▪ <i>Chapter Seven "Rose Hsu Jordan: Half and Half" <u>p.122-140</u></i>▪ <i>Chapter Eight "Jing-Mei Woo: Two Kinds" <u>p.141-155</u></i> <p>-I will also remind them to do their readings because there will be a quiz the next day.</p>
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Lesson Six

Topic / context	Section Two Continued <ul style="list-style-type: none"> ▪ <i>Chapter Seven "Rose Hsu Jordan: Half and Half" <u>p.122-140</u></i> ▪ <i>Chapter Eight "Jing-Mei Woo: Two Kinds" <u>p.141-155</u></i>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in the two assigned chapters as well as connecting them to their own lives ▪ Complete their mini-assignments #2 ▪ Write their quizzes successfully
Rationale	Today's lesson consists of a number of activities that deal with the four chapters of section 2. The point of these activities is for students to gain a better understanding of the central themes and issues in the novel so far.
Materials/aids	<ul style="list-style-type: none"> ▪ Materials for assignment #2-scissors, magazines, newspapers, glue, construction paper, string ▪ Quizzes and answer key
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be marked according to the final outcome of their mini-assignments as well as their quizzes, which will be peer-marked then handed in.

Procedure

Time	Stage	Procedure
15 minutes	Discussion of chapter seven <i>"Rose Hsu Jordan: Half and Half" <u>p.122-140</u></i>	-We will discuss the chapter and the central themes and issues that arose in it, such as: racism (inter-racial marriages), death, superstition, and identity)

15 minutes	Discussion of chapter eight <i>"Jing-Mei Woo: Two Kinds"</i> <u>p.141-155</u>	-We will discuss the themes and issues that arise in this chapter such as: conflict (mother-daughter), and identity)
10 minutes	Section Two Quiz	-After our discussion on these two chapters, I will hand out the quiz for section two, which students will have 10 minutes to complete
10 minutes	Marking the quiz	<ul style="list-style-type: none"> -I will collect the quizzes and redistribute them for peer marking -I will elicit the answers from my students and write them onto the board -I will ask the students who are marking to make any corrections in red ink and sign their name at the bottom of the quiz -As we are marking the quiz, I will explain each question and the context around it and answer any questions that students may have. -I will then collect the quizzes to record in my mark book. They will get their quizzes back the following day, which they should place into their portfolios.
20 minutes	Completion of mini-assignment #2	<ul style="list-style-type: none"> -Students have the rest of the class to complete their identity wind chimes -I will collect, mark and hand them back the following day. -I will give them post-it notes with feedback on it; the chimes will be displayed in class.

5 minutes	Wrap-up, Journal #2 assignment and Homework	<p>-I will wrap up section two by thanking students for their efforts and for doing a great job on their wind chimes.</p> <p>I will assign their journal entries #2, which will be collected the following day, the topic of their journal entry will be a reflection on their identity wind chime, the prompts will be:</p> <p>"I chose the words for my wind chime because..."</p> <p>"I chose the character for my wind chime because..."</p> <p>-I will also assign their homework reading:</p> <p>Section Three: American Translation</p> <ul style="list-style-type: none">▪ <i>Chapter Nine "Lena St. Claire: Rice Husband" <u>p.161-181</u></i>▪ <i>Chapter Ten "Waverly Jong: Four Directions" <u>p.182-205</u></i>
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Lesson Seven

Topic / context	Section Three: American Translation <ul style="list-style-type: none"> ▪ <i>Chapter Nine "Lena St. Claire: Rice Husband" <u>p.161-181</u></i> ▪ <i>Chapter Ten "Waverly Jong: Four Directions" <u>p.182-205</u></i>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in the two assigned chapters as well as connecting them to their own lives through the writing of the journal ▪ Understand the criteria for their mini-assignment #3, which is a tableau ▪ Study one of the characters in depth for their character sketch activity
Rationale	The aim for this lesson is for students to delve even deeper into the mother-daughter relationships in this novel so far and to work successfully together in groups towards a common goal.
Materials/aids	<ul style="list-style-type: none"> ▪ Criteria handout for the mini-assignment #3, which will be a tableau.
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ For this class, students will be marked based on their group work (character sketch) and participation

Procedure

Time	Stage	Procedure
15 minutes	Hook (Journal Entry #3)- Mother-daughter relationships (This coincides with the prologue for section three, which is on page 159)	-Write in your journal about your own relationship, you can choose either your parent(s), or another relative or friend who has played a parental role in your life. Discuss the conflicts

15 minutes	Discussion of Chapter Nine <i>"Lena St. Claire: Rice Husband"</i> <u>p.161-181</u>	that arose, and how/if they were resolved. -As students are writing, I will walk around the class to monitor them -I will collect these journals to mark, and will hand them back the following day. -We will discuss this chapter and the themes and issues that arise in it such as: external conflict (marital relationship between Lena and Harold, and the relationship between Lena and her mother)
15 minutes	Discussion of Chapter 10 <i>"Waverly Jong: Four Directions"</i> <u>p.182-205</u>	-We will discuss this chapter and the themes and issues that arise in it such as: external conflict and inner conflict (Waverly's relationship with her mother)
25 minutes	Bringing it all together -Group Activity: Character Sketch	-I will split the class into 6 groups of 5 each -Each group will choose one of the characters in Chapters 9 or 10 and write a character sketch of them, they can include visual pictures as representations as well -I will give them 15 minutes to do this, and 10 minutes to present them to the class
5 minutes	Wrap-up, Criteria for mini-assignment #3 and Homework	-I will wrap-up the lesson by thanking all the groups with a round of applause. -Next, I will hand out the criteria for the mini-assignment #3, which will be a tableau.

		<p>-I will end the class by assigning the homework reading:</p> <p>Section Three Continued</p> <ul style="list-style-type: none">▪ <i>Chapter Eleven "Rose Hsu Jordan: Without Wood" <u>p.206-220</u></i>▪ <i>Chapter Twelve "Jing-Mei Woo: Best Quality" <u>p.221-236</u></i> <p>-I will also remind them about the quiz next day</p>
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Lesson Eight

Topic / context	Section Three Continued <ul style="list-style-type: none"> ▪ <i>Chapter Eleven "Rose Hsu Jordan: Without Wood" p.206-220</i> ▪ <i>Chapter Twelve "Jing-Mei Woo: Best Quality" p.221-236</i>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in the two assigned chapters as well as connecting them to their own lives through the completion of their mini-assignment #3, as well as our class discussions ▪ They will also successfully complete a tableau, which will help them gain an aesthetic response to the novel ▪ The quiz will help them with their efferent reading of section 3
Rationale	The point of this lesson is for students to choose an event in section three that stood out to them and to create a tableau about it to present to the class. They will also be writing their third quiz during this class, which adds to their efferent reading of the text and ensures that they have been keeping up with their readings.
Materials/aids	<ul style="list-style-type: none"> ▪ Quiz #3 and answer key ▪ Copies of the criteria for their assignment #3, which will be a group tableau (refer to appendices D for group work sheet)
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be marked on their group work and the effort that they put into the mini-assignment #3, as well as on their quizzes

Procedure

Time	Stage	Procedure
10 minutes	Discussion of Chapter 11	-I will open this lesson with a

10 minutes	<p><i>"Rose Hsu Jordan: Without Wood" p.206-220</i></p> <p>Discussion of Chapter 12 <i>"Jing-Mei Woo: Best Quality" p.221-236</i></p>	<p>discussion on the central themes and issues that arose in this chapter, such as: identity, sense of self, and imagery (weed).</p> <p>-Next, I will direct the discussion to Chapter 12 and concentrate on its main themes and issues, such as: symbolism (jade pendant) and mother-daughter relationships)</p>
10 minutes	Section 3 Quiz	<p>-After our discussion on these two chapters, I will hand out the quiz for section three, which students will have 10 minutes to complete</p> <p>-After students are finished writing their quiz, I will collect them and mark them on my own.</p>
20 minutes	Mini-Assignment #3: Group Tableau	<p>-I will quickly go over the criteria for mini-assignment #3 again, then split the class into 6 groups of 5 each</p> <p>-I will give them 15 minutes to prepare their tableau, for which they should have a dialogue prepared to be handed in for evaluation along with their group work sheet (appendices D)</p>
18 minutes	Presentation of tableau	<p>-Each group will have 3 minutes to present their tableau</p>
5 minutes	Reflection and discussion of tableaus	<p>-We will reflect on and discuss each of the tableaus</p> <p>-Each group will hand in their sheets with the scene they chose, why it was chosen, the page number and the</p>

2 minutes	Wrap-up and Homework	dialogue. -Thank students for a job well done and assign the homework reading: Section Four: Queen Mother Of The Western Skies <ul style="list-style-type: none">▪ <i>Chapter Thirteen</i> <i>"Ani-Mei Hsu: Magpies" p.241-273</i>▪ <i>Chapter Fourteen</i> <i>"Ying Ying St. Claire: Waiting Between The Trees" p.274-287</i>
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Lesson Nine

Topic / context	<p>Section Four: Queen Mother Of The Western Skies</p> <ul style="list-style-type: none"> ▪ <i>Chapter Thirteen "Ani-Mei Hsu: Magpies" <u>p.241-273</u></i> ▪ <i>Chapter Fourteen "Ying Ying St. Claire: Waiting Between The Trees" <u>p.274-287</u></i>
Lesson Objectives	<p>By the end of the lesson the students will be able to...</p> <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in the two assigned chapters as well as connecting them to their own lives through the writing of their fourth and final journal entry.
Rationale	<p>The point of this lesson is to introduce students to the final section of the novel and to discuss the themes and issues that have been brought up so far in the unit through the writing of their journals.</p>
Materials/aids	<ul style="list-style-type: none"> ▪ Chalkboard ▪ Criteria handout for mini-assignment #4: Found Poem
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be marked according to their participation in the class discussions, the completion of their journal writing and the start of their mini-assignment #4-all of these marks will go towards their participation grade.

Procedure

Time	Stage	Procedure
10 minutes	Hook-Symbolism (This coincides with the prologue for section four, which is on page 239)	-The final prologue in the novel deals with laughter as a symbol for the uncorrupted innocence of childhood in comparison to

15 minutes	Discussion of Chapter Thirteen <i>"Ani-Mei Hsu: Magpies"</i> <u>p.241-273</u>	<p>the corrupted bitterness of the grandmother, who now regrets her negative attitude.</p> <p>-As the hook, I will write "symbolism" onto the board and read the parable aloud; next, I will ask students to guess what the symbol is in this parable and what it represents.</p> <p>-We will have a class discussion about this chapter, the events that unfolded in it and the themes and issues that arose, such as: survival, sacrifices, power, and reality versus appearances.</p>
15 minutes	Discussion of Chapter Fourteen <i>"Ying Ying St. Claire: Waiting Between The Trees"</i> <u>p.274-287</u>	<p>-I will then lead the discussion towards Chapter 15 and focus on its themes and issues, such as: survival, pain, and inner conflict.</p>
15 minutes	Journal Entry #4	<p>-After we finish up our discussions on Chapters Thirteen and Fourteen, I will lead the lesson into the final journal entry</p> <p>-I will write the prompts onto the board and allow 15 minutes for my students to write</p> <p>-The prompts will be:</p> <p>-"So far in this novel, which character do you relate to the most and why?"</p> <p>-"Which character is your complete opposite and why?"</p> <p>-"Do you sympathize with any of the characters, why or why not?"</p> <p>-If some students finish</p>

<p>15 minutes</p>	<p>Handout criteria for mini-assignment #4: Found Poem</p>	<p>earlier, they can read</p> <ul style="list-style-type: none"> -I will monitor the class as they are writing by walking around and I will collect their journals to be marked and handed back the following day. -I will hand out the criteria, go over it and answer any questions that students may have about it (refer to Appendices B for detailed criteria handout) -I will go over what a found poem is and provide students with an example -I will allow the rest of the class time for students to start their mini-assignments by choosing the pages that they want to use for it and the character, theme of event that they want it to be about.
<p>5 minutes</p>	<p>Wrap-up and Homework</p>	<ul style="list-style-type: none"> -I will gauge how far students have gone in their mini-assignments and assign their homework reading: <p>Section Four Continued</p> <ul style="list-style-type: none"> ▪ <i>Chapter Fifteen</i> <i>"Lindo Jong: Double Face" p.288-305</i> ▪ <i>Chapter Sixteen</i> <i>"Jing-Mei Woo: A Pair of Tickets" p.306-332</i> <ul style="list-style-type: none"> -I will also remind them of their final quiz the next day.

Lesson Ten

Topic / context	Section Four Continued <ul style="list-style-type: none"> ▪ <i>Chapter Fifteen "Lindo Jong: Double Face" p.288-305</i> ▪ <i>Chapter Sixteen "Jing-Mei Woo: A Pair of Tickets" p.306-332</i>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none"> ▪ Understand the themes and issues that arise in the two assigned chapters as well as connecting them to their own lives through the completion of their found poems. ▪ Understand what the criteria is for their final assignments
Rationale	The point of this lesson is for students to understand how a found poem works as well as to write a found poem about one of the characters, themes or event in the novel. They will have one final quiz to close up the section. We will also be reviewing the novel as well as preparing for the final assignment.
Materials/aids	<ul style="list-style-type: none"> ▪ Criteria handout for the final assignment ▪ Quiz #4 and answer key
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be assessed on their found poems, which will be presented to the class, as well as their quiz marks.

Procedure

Time	Stage	Procedure
10 minutes	Discussion of Chapter 15 <i>"Lindo Jong: Double Face"</i> <u>p.288-305</u>	-I will open the lesson with a discussion about the themes, issues and events that occurred in Chapter 15, such as: appearance versus reality, and mother-daughter

10 minutes	Discussion of Chapter Sixteen "Jing-Mei Woo: A Pair of Tickets" <u>p.306-332</u>	relationships. -I will then lead the discussion into Chapter Sixteen, which is the final chapter of the novel and is a fitting closure to it. We will discuss: how far the mothers and daughters have gone and how their relationships have evolved.
10 minutes	Section 4 Quiz	-After our discussion on these two chapters, I will hand out the quiz for section three, which students will have 10 minutes to complete -After students are finished writing their quiz, I will collect them and mark them on my own.
15 minutes	Completion of mini-assignment #4: Found Poem	-I will give students 15 minutes to complete their found poems -I will write one myself as well
15 minutes	Reading Found Poems	-I will split the class into 5 groups of 6 each to read their found poems -I will collect them at the end of class for marking.
12 minutes	Hand out criteria for final project, which will be due on day 12, the last day of the unit	-I will go over the criteria with my students and answer any questions that they may have
3 minutes	Wrap-up	-I will wrap-up the class by telling students to bring treats the following day for their video viewing -To ensure that they show up, they will have a little worksheet to fill out either

		during the viewing of the movie or after, which compares the movie adaptation to the novel.
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Lesson Eleven

Topic / context	<ul style="list-style-type: none">▪ Watch the movie adaptation of <u>The Joy Luck Club</u>
Lesson Objectives	By the end of the lesson the students will be able to... <ul style="list-style-type: none">▪ Garner a visual understanding of the novel through the viewing of the movie▪ Compare and contrast the movie adaptation to the novel itself▪ Share treats from different cultures
Rationale	The point of this lesson is to prepare a nice closure of the unit by providing a movie viewing and eating of treats from other cultures
Materials/aids	<ul style="list-style-type: none">▪ VCR▪ Copy of <u>The Joy Luck Club</u> movie Hollywood Pictures. Burbank, California: Distributed by Buena Vista Home Video, 1994. (140 minutes)▪ Loose leaf paper for movie comparison charts▪ Treats from different cultures
Assessment and Evaluation	<ul style="list-style-type: none">▪ N/A

Procedure

Time	Stage	Procedure
15 minutes	Pre-movie viewing	<ul style="list-style-type: none">-Have students each bring their treats to a table that will be set up and explain what their treat is and what culture it is from-I will bring my own treats from a variety of

60 minutes	Watch the movie	<p>backgrounds, including Chinese</p> <p>-Next, I will ask my students to take out a blank piece of loose leaf paper, if they don't have any, I will have some available. I will ask them to draw a "t" shape chart, one side for the movie and one side for the novel. I will then ask them to fill out this chart during or after their viewing of the movie with differences and similarities between the novel and the movie</p> <p>-I will start the movie and we will watch it for an hour, and finish watching it the following day</p>
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Lesson Twelve

Topic / context	<ul style="list-style-type: none"> ▪ Finish watching movie ▪ Wrap-up unit with discussion and “show and tell” of final assignments
Lesson Objectives	<p>By the end of the lesson the students will be able to...</p> <ul style="list-style-type: none"> ▪ Gain an understanding of the differences between the movie version and the novel itself ▪ Share their final assignments with their peers ▪ Gain a sense of closure of the unit
Rationale	<p>The purpose of this lesson is for students to finish watching the movie and complete their comparison notes as well as to wrap up the unit through a class discussion and a “show and tell” session.</p>
Materials/aids	<ul style="list-style-type: none"> ▪ VCR ▪ Copy of <u>The Joy Luck Club</u> movie Hollywood Pictures. Burbank, California: Distributed by Buena Vista Home Video, 1994. (140 minutes) ▪ Movie comparison charts
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Students will be marked based on their participation in the discussion and presentation of their final assignments

Procedure

Time	Stage	Procedure
40 minutes	Finish watching the movie	-We will continue watching the movie that was started the previous day
15 minutes	Discussion	-We will reflect on the movie

20 minutes	Final Assignments	<p>and share our comparison charts</p> <ul style="list-style-type: none">-These charts should be placed in the portfolio. The portfolio should be handed in at the end of the class.-For the last 20 minutes of class, we have a "show and tell" presentation of assignments-These assignments will be handed in to me at the end of class
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Appendices

Appendices A	Resources for teachers
Appendices B	Criteria <ul style="list-style-type: none">▪ Portfolio Criteria and Checklist▪ Unit Criteria and Overview (refer to pages 4-9)▪ Historical Background Assignment Criteria▪ Mini-Assignments Criteria▪ Final Assignment Criteria
Appendices C	Quizzes and Answer Keys <ul style="list-style-type: none">▪ Quiz #1 and answer key▪ Quiz #2 and answer key▪ Quiz #3 and answer key▪ Quiz #4 and answer key
Appendices D	Worksheets <ul style="list-style-type: none">▪ Group Tableau Worksheet▪ Vocabulary Worksheet▪ Chinese Phrases Worksheet

Appendices A

Resources for Teachers

The following is a list of works by Amy Tan, these books would make nice supplementary readings for the unit:

- Tan, Amy. The Joy Luck Club. New York: Putnam, 1989.
- Tan, Amy. The Kitchen God's Wife. New York: Putnam, 1991.
- Tan, Amy. The Moon Lady. New York: Maxwell Macmillan, 1992.
- Tan, Amy. The Hundred Secret Senses. New York: Putnam, 1995.
- Tan, Amy. The Bonesetter's Daughter. New York: Putnam, 2001.

The following is a list of resources that would be helpful for teachers who want to teach this unit as well as those who want to focus on a multicultural list of authors and books:

Books and Short stories:

- Brown, Russell, Donna Bennet and Nathalie Cooke, eds. An Anthology of Canadian Literature. Toronto: Oxford, 1990.
- Highway, Tomson. Kiss of the Fur Queen. Canada: Double Day, 1999.
- King, Thomas. Green Grass Running Water. Toronto: HarperCollins, 1993.
- Kogawa, Joy. Obasan. Toronto: Penguin, 1981.
- Tan, Amy and Katrina Kenison. Best American Short Stories. New York: Mariner, 1999.

Websites:

- History of China: <http://www.imh.org/imh/china/ed/hist.html>
- Online maps of China: <http://www.lib.utexas.edu/maps/china.html>

Sources:

- The Joy Luck Club Reading Guide. Pearson Education Inc.
- Perspectives in American Literature-A Research and Reference Guide: www.csustan.edu/english/reuben/pal/chap10/tan.html
- Teacher's Guides: The Joy Luck Club: <http://www.webenglishteacher.com/tan.html>
- Joy Luck Club Cultural Background: <http://lessons.ctaponline.org/~bbrennel/student/intro.html>
- Found Poem: <http://www.sdcoe.k12.ca.us/score/actbank/tfound.html>

Appendices B

Portfolio Criteria and Checklist

For this unit, you will be keeping a portfolio, which will consist of the following:

- ❑ Vocabulary sheet, to be filled out as you read the novel, or can be filled out prior if you choose
- ❑ Chinese Phrases sheet, to be filled out as you read the novel, or can be filled out prior if you choose
- ❑ Journal Entry #1
- ❑ Journal Entry #2
- ❑ Journal Entry #3
- ❑ Journal Entry #4
- ❑ All Quizzes (There will be one quiz per section, with a total of four quizzes.
- ❑ Lesson One: KWL "China and Chinese Culture"
- ❑ Lesson Two: Jigsaw
- ❑ Lesson 3: Brainstorm Session-Symbolism
- ❑ Lesson 3: Free write-Symbolism
- ❑ Lesson 3: Bringing it all together questions and answers
- ❑ Movie comparison chart

The portfolio will be due on the last day of class and will be worth 15% of your final grade. Use this checklist to ensure that your portfolio will be complete. Marks will be taken off for any missing sheets.

Historical Background Assignment

Assignment #1: Making a free-hand map

This activity is designed to provide geographical information for students on China as they read the novel, The Joy Luck Club. It is a first step in a unit which, if completed, will provide valuable understanding about China's diverse terrain and the different locations mentioned in the novel.

In groups, students will find a map of China on the Internet and draw a freehand map of China. They will then locate the cities/towns/provinces/lakes/etc. (listed below) in China and insert these designated sites onto their freehand maps. Locating some of these sites will be challenging since the list identifies the places as they were spelled during the 1940's and earlier; later spellings of the names are similar to the original, but "p's" and b"s" are sometimes reversed, as are "k's" and "g's," and "ch's" and "sh's" and "zh's," etc. On the following list of places to locate and place on the freehand-drawn maps, the first two towns' *newer* names are in parentheses.

- | | |
|--------------------------------|----------------------|
| 1. Kweilin (Guilin) | 14. Tientsin |
| 2. Chungking (Chongking) | 15. Fukien |
| 3. Shanghai | 16. Shantung |
| 4. Canton | 17. Changsha |
| 5. Burma (neighboring country) | 18. Toishan |
| 6. Nanking | 19. Tsinan |
| 7. Hangzhou | 20. Shenzhen |
| 8. Ningbo | 21. Haiphong |
| 9. the Fen River | 22. Kwangsi Province |
| 10. Wushi | 23. Wuchang |
| 11. Shansi Province | 24. Tai Lake |
| 12. Peking (Beijing) | 25. Kunming |
| 13. Hong Kong | |

Students should keep their maps and refer to them as they read The Joy Luck Club and encounter the names of the places where the characters lived and visited.

Use the following web sites to help you:

http://www.lib.utexas.edu/Libs/PCL/Map_collection/china.html#country.html

http://www.reliefweb.int/mapc/asi_chn/cnt/china_mg.html

(Map of China that shows cities and rivers)

Assessment and Evaluation: Each group will hand in one copy of the map, of which I will provide a

photocopy for each group member as well as for the jigsaw group. These maps are to go into your portfolios. The map itself will be worth a total of 10%, and will be based upon creativity, appearance, effort and accuracy.

Assignment #2:

This activity is designed to provide cultural information for students on China as they read the novel, The Joy Luck Club. It will provide valuable understanding about China and its diverse backgrounds, some of its influences on the world, and challenges it faces.

Students will learn more about China's culture as they use search engines to explore the Internet and find the answers to the following questions. Students can present these questions and their answers any way they would like, being as creative as they would like.

1. On which continent is China located?
2. List the eleven countries which border China.
3. What do the Chinese call their country (a word which means "middle country")?
4. What is the capital of China?
5. How many square miles does China cover?
6. List the four largest cities in China.
7. How many people (approximately) live in China today?
8. On what is China's economy primarily based?
9. Though religion is discouraged by the government, it has played an important part in traditional Chinese life. List three major religions of the Chinese.
10. The most respected and influential philosopher in Chinese history stressed the need to develop moral character. Who was he?
11. Name one "medical" procedure, which originated in China but is being practiced in America today.
12. List two to three extremely popular and *traditional* exports from China.
13. Describe the Cultural Revolution in China. How might it have influenced the name changes of China's cities and towns, etc.?

Use the following web sites to help you answer the above questions:

1. http://www.cr.nps.gov/history/online_books/5views/5views3.htm
2. <http://ctap295.ctaponline.org/~bbrennei/www.cr.nps.gov/nr/twhp/wwwlps/lessons/locke/locke.htm>
- 3.

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/locke/losetting.htm><http://www.cr.nps.gov/nr/twhp/www>

4. <http://www.locketown.com/>
5. http://www.cr.nps.gov/history/online_books/5views/5views3h.htm
6. http://www.cr.nps.gov/history/online_books/5views/5views3g.htm
7. <http://www.fatsrestaurants.com/calfats/index.html>

Assessment and Evaluation: Each group member will be expected to have a copy of these questions and answers, as well as a list of websites used to gather information. Students will be assessed on their creativity, effort and information for a total of 10%.

Criteria for Mini-Assignment #1
Mini-Essay

For your first mini-assignment, you will be writing a mini-essay about symbolism in your life and in the novel. It will be an elaborated version of your free writing session, so please refer to that as you write your essay.

Criteria:

- The mini-assignment will be worth a total of 10% of your final grade. There will be a total of 4 mini-assignments, each worth 10% each, which will be a total of 40% of your final grade.
- You will be marked on content and grammar based on the 6-point scale
- Length: 2-3 pages, double-spaced and typed
- Title Page: Include your name, the class and block, as well as a creative title that reflects the overall essay.
- Due Date: Due the following class

Criteria for Mini-Assignment #2
I dentity Wind Chime

For your second mini-assignment, you will be given class time to start and complete it.

Criteria:

- You are to construct an I dentity Wind Chime, which will consist of words that you write yourself onto construction paper, and/or magazine and newspapers.
- An example will be provided for you in class
- One side of the paper should have a word that represents you and the other side of the paper should have a word that represents one of the characters in either chapter 5, 6, 7, or 8.
- You will be given time on day 5 and day 6 to start and complete your wind chime
- They will be collected for assessment and evaluation and will be returned the following day with a post-it note, which will contain the mark and feedback on it
- Your I dentity Wind Chimes will be displayed in the classroom
- Due Date: Day 6

Criteria for Mini-Assignment #3
Group Tableau

You will be working in groups of 5 for your third mini-assignment. Each group member will be receiving the same grade, so cooperation and effort are the keys to achieving full marks.

Tableau: A tableau is a frozen picture, or a "snap shot" that represents one of the scenes from the novel.

Criteria:

- As a group, you are to choose a scene from chapter 9, 10, 11, or 12
- For this assignment, you are to write a dialogue for your tableau because each character will take turns "unfreezing" and will speak about what is going through their minds in that particular scene.
- You will be given 15 minutes to prepare for your tableau and write your dialogue
- You will be given 5 minutes to fill out your "Group Tableau" sheet
- When everybody is ready, each group will have 3 minutes to present their tableaux
- You will be marked on the following:
 - Preparation
 - Organization
 - Creativity
 - Effort
 - Respect for other groups and own group members
 - Group Tableau Sheet (refer to Appendices D for a copy)
- This will be worth 10% of your final grade

Criteria for Mini-Assignment #4
Found Poem

For your fourth and final mini-assignment, you will be writing a found poem based on a character, theme or event in chapter 13, 14, 15, or 16.

This activity enables the class (or an individual) to return to the text to focus on its ideas or its language.

Found Poem: A found poem is shaped from a collection of words or phrases found in one text. It is essentially built from bits of broken text. Words can be dropped, but not added.

Criteria:

- Your found poem should demonstrate your understanding of a character, theme or event in section 4 of the novel.
- You will have a total of 30 minutes of class time to write your found poem
- It should consist of at least 12-15 lines, no more than 20 lines
- You should choose your passages wisely, about 2-3 consecutive pages
- You will present your found poems in groups of 6
- I will collect them at the end of class for assessment and evaluation, they will be returned the following day-they will be worth 10%.

Final Assignment Criteria

For your final assignment, which will be due at the end of the week, you are to choose one of the following:

1) Ya-Ya Box: With a shoe box, or another box or container of the same size, you are to create a ya-ya box using pictures, drawings, words, quotes, objects, artifacts, colour etc. to illustrate:

I. One of the eight main characters depicting how the character appears to others on the outside of the box, and how she really is on the inside of the box.

Criteria for Ya-Ya Box:

- Your Ya-Ya box will be graded according to variety of visual and written pieces, appearance, context and how well you understand the character that you have chosen
- Your Ya-Ya box will be worth 15% of your final grade

2) Essay: A 5-8 page essay on one of the following topics:

I. Write about the connection between the prologue of a section to one or more of the stories in the section.

II. Write about the game of Mah Jong and how its rules and customs relate to the structure and characters of The Joy Luck Club.

III. How do the concept of balance and assimilation operate in the novel? Are the character's identities somehow affected by tensions between American and Chinese identities? Between American and Chinese rules? Focus on the relationships between the mothers and daughters.

IV. An essay topic of your own choosing. Please see me at the end of class or ASAP.

Criteria for essays:

- Your essays will be graded according to the 6 point system with a focus on content and will be worth 15% of your final grade
- There should be no gross grammatical errors
- It should be 5-8 pages with a title page and a works cited page

Appendices C

Name: _____ Block: _____ Date: _____

Section One Quiz

1) Who started the Joy Luck Club in Kweillin? Why are the women in Kweillin?

2) What are the names of the three aunties in the San Francisco Joy Luck Club? Who is no longer there to play Mah Jong?

3) In "Scar" why is An-Mei left with relatives?

4) In "The Red Candle" what does the lighting of the candle symbolize?

5) In "The Moon Lady" what did Ying Ying wish?

Total Marks out of 2.5%= _____

Section One Quiz-Answer Key

- 1) Suyuan Woo started the Joy Luck Club. She and the other women are in Kweillin to be safe from the Japanese invaders.
- 2) The three aunts are An-mei Hsu, Lindo Jong, and Ying Ying St. Claire. Suyuan Woo is no longer there to play Mah Jong because she has died.
- 3) An-Mei is left with relatives because her father has died and her mother has disgraced the family.
- 4) The lighting of the candle symbolizes the start of the marriage. It is lit from both ends, in the morning if there is only ash left, it symbolizes a long and lasting marriage.
- 5) Ying Ying wished to be found

Name: _____ Block: _____ Date: _____

Section Two Quiz

1) In "Rules of the Game" what did Waverly's mother teach her? How old was she when her mother taught her this?

2) In "The Voice From the Wall" what did Lena's mother tell her about her great grandfather?

3) In "Half and Half" What was the name of Rose's youngest brother? What happened to him?

4) In "Two Kinds" what did Jing-Mei's mom want her to be? How old was she?

5) What instrument did Jing-Mei play?

Total Marks out of 2.5%= _____

Section Two Quiz-Answer Key

- 1) Waverly's mother taught her the art of invisible strength when she was six years old.
- 2) Lena's mother told her that her great grandfather had sentenced a beggar to die in the worst possible way, and that later, the dead man came back and killed her great grandfather.
- 3) Rose's youngest brother was named Bing, he drowned at the beach.
- 4) Jing-Mei's mom wanted her to be a prodigy. She was 9 years old.
- 5) Jing-Mei played the piano.

Name: _____ Block: _____ Date: _____

Section Three Quiz

1) In "Rice Husband" who is Lena married to and what is wrong with their marriage?

2) In "Four Directions" what is the name of Waverly's fiancé and daughter?

3) In "Without Wood" what does Rose's mother tell her about being "without wood?"

4) In "Best Quality" what was the main dish for the Chinese New Year dinner?

5) What does Jing-Mei's mother give her?

Total Marks out of 2.5%= _____

Section Three Quiz-Answer Key

- 1) Lena is married to Harold. Everything in their marriage is too fair.
- 2) Waverly's fiancé is name Rich and her daughter is named Shoshana.
- 3) Rose's mother tells her that she was born without wood, which meant that she listened to too many people and was therefore, so confused all the time.
- 4) The main dish was crab.
- 5) Jing-Mei's mother gives her a jade pendant

Name: _____ Block: _____ Date: _____

Section Four Quiz

1) In "Magpies" what animal does An-Mei's mother refer to and what does it do?

2) What does An-Mei's mother do to give An-Mei a stronger spirit?

3) In "Waiting Between the Trees" what year was Ying Ying born in?

4) In "Double Face" what is hard to keep in America?

5) In "A Pair of Tickets" what did Suyuan leave with her babies?

Total Marks out of 2.5%= _____

Section Four Quiz-Answer Key

- 1) An-Mei's mother talks about a turtle that feeds on their thoughts.
- 2) An-Mei's mother kills herself by eating bitter poison.
- 3) Ying Ying was born in the year of the tiger.
- 4) It is hard to keep you Chinese face in America.
- 5) Suyuan left the following items with her babies: jewellery, money, photos with a message written on the back of each.

Vocabulary Worksheet

As you read The Joy Luck Club, write down the definitions of these words when you come across them, or you may look up the definitions before you read if you like. Please keep this in your portfolios. They will be helpful to keep handy as you read.

- Admonish
- Apparition
- Arpeggio
- Bougainvillea
- Brigands
- Camphor
- Cerebral aneurysm
- Community property
- Concubine
- Discordant
- Embezzlement
- Fiasco
- Insidiously
- Lacquer
- Lapis
- Mah Jong
- Malignant
- Malodorous
- Obstinate
- Nesting instinct
- Palanquin
- Phlegmy
- Pre-nuptial
- Prodigy
- Saffron-colored
- Snifters
- Staccato
- Tactlessness
- Teakwood
- Tether boil
- Transistor radio

Chinese Expressions Worksheet

Each of these expressions is defined in the sentence where it occurs. Please fill out this sheet as you read and include the page number in which it appears.

- Butong
- Chabudwo
- Chaswa
- Chi
- Chunwan chihan
- Dim sum
- Heimongmong
- Hong mu
- Houlu
- Hulihudu
- Kai gwa
- Kechi
- Lihai
- Nengkan
- Ni kan
- Shemma yisz
- Tounau
- Tyandi
- Waigoren
- Ying yang