



GRADE 10 | MODULE 1

TEACHER GUIDE AND RESOURCE BOOK

————— ENGLISH LANGUAGE ARTS —————

Florida Paths to College and Career

READING CAREFULLY AND WRITING TO ANALYZE



PUBLIC[™]
CONSULTING GROUP

LESSON 8

Introduction

In this culminating lesson on “Two Kinds,” students reread pages 142–144 (from “It was not the only disappointment” through “two halves of the same song”), in which Jing-mei reflects on how her childhood interactions with her mother have influenced her identity. Students analyze how Jing-mei’s final reflections demonstrate her coming of age and contribute to the development of the universal themes of expectations and identity. Student learning is assessed via a Quick Write at the end of the lesson: How does Jing-mei’s coming of age over the course of “Two Kinds” contribute to the development of a universal theme in the text?

For homework, students pick a prompt to respond to and revise and expand their notes in preparation for the 10.1.2 Mid-Unit Assessment in Lesson 9.

Standards

Assessed Standard(s)	
ELA.10.R.1.2	Analyze and compare universal themes and their development throughout a literary text.
ELA.10.R.1.3	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.
Addressed Standard(s)	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.10.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Assessment

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to explain and justify reasoning and to support inferences drawn from the text:

- **How does Jing-mei's coming of age over the course of "Two Kinds" contribute to the development of a universal theme in the text?**

High Performance Response(s)

A High Performance Response should:

- Identify a universal theme in "Two Kinds" (e.g., identity, expectations).
- Explain how Jing-mei's coming of age over the course of "Two Kinds" contributes to the development of a universal theme (e.g., Jing-mei's growth from a "pleading" and disobedient child to a "perfectly contented" woman (p. 144) develops the universal theme of expectations by illustrating the importance of her mother's expectations. When Jing-mei is a child, her mother believes that Jing-mei will be a "prodigy" (p. 132), which makes Jing-mei feel inadequate. Jing-mei is sure that because she is not a talented pianist, she will "never be the kind of daughter" her mother wants her to be (p. 142). As a young adult, Jing-mei attributes her many failures over the years, including not becoming "class president" and "dropp[ing] out of college," to her mother's high expectations; as Jing-mei describes, her mother "had hoped for something so large that failure was inevitable" (p. 142). However, after her mother's death, Jing-mei discovers that the song "Pleading Child," which she struggled to learn as a child, is meant to be played alongside the other half of the song, called "Perfectly Contented" (p. 144). Now fully grown and able to approach her mother's expectations with a sense of willingness and acceptance, Jing-mei realizes that childhood struggles to meet her mother's expectations were necessary for her to find the sense of peace that she now feels as a "perfectly contented" (p. 144) adult.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- unchecked (adj.) – not examined or inspected

Vocabulary to teach (may include direct word work and/or questions)

- None

Additional vocabulary to support English language learners (to provide directly)

- inevitable (adj.) – sure to happen

Lesson Agenda/Overview

Standards and Text:

- Standards: ELA.K12.EE.1.1, ELA.10.R.1.2, ELA.10.R.1.3, ELA.10.C.3.1
- Text: “Two Kinds” from *The Joy Luck Club* by Amy Tan, pages 142–144




Learning Sequence and % of Lesson:

1. Introduction of Lesson Agenda (10%)
2. Homework Accountability (15%)
3. Masterful Reading (5%)
4. Reading and Discussion (50%)
5. Quick Write (15%)
6. Closing (5%)

Materials

- Student copies of the Grade 10 Florida’s B.E.S.T. English Language Arts Standards Tool (refer to 10.1.2 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.2 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text and Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
	Indicates student action(s)
	Indicates possible student response(s) to teacher questions
	Indicates instructional notes for the teacher

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standards for this lesson: ELA.10.R.1.2 and ELA.10.R.1.3. In this lesson, students analyze how Jing-mei has evolved over the course of the chapter and consider how her coming of age as a character contributes to the development of universal themes in the text.



Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Reread pages 141–142 of “Two Kinds,” and respond briefly in writing to the following question: What does Jing-mei's mother's response to the events of this passage suggest about her character?) Instruct students to discuss their responses in pairs.



Student pairs briefly discuss their responses to the previous lesson's homework assignment.



Student responses should include:

- o Jing-mei's mother responds to the events of the passage by changing from a strong, angry woman to a frail shell of herself. In the beginning, Jing-mei describes her mother as “frighteningly strong” and “smiling crazily” (pp. 141–142). While arguing with her mother, though, Jing-mei makes a hurtful statement that devastates her mother. She says, “I wish I'd never been born! . . . I wish I were dead! Like them” (p. 142). Jing-mei describes her mother's response, saying, “her face went blank, her mouth closed, her arms went slack, and she backed out of the room, stunned, as if she was blowing away like a small brown leaf, thin, brittle, lifeless” (p. 142). Jing-mei's hurtful words suggest that she does not understand her mother's pain or the sacrifices that her mother has made to give her a better life than the daughters she left behind in China.
- o The change in Jing-mei's mother may be a result of having all of the expectations she had invested in her “American” daughter destroyed by Jing-mei's refusal to continue playing the piano.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to share and discuss the vocabulary words they identified in the previous lesson's homework.



Students may identify the following word: unchecked.



Differentiation Consideration: Students may also identify the following word: *inevitable*.



Definitions are provided in the Vocabulary section in this lesson.

Instruct students to form pairs and discuss their responses to the last part of the previous lesson's homework. (Use the Universal Themes or Central Ideas Tracking Tool to trace the development of universal themes in pages 141–144.)



See the Model Universal Themes or Central Ideas Tracking Tool for sample student responses.

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of pages 142–144 of “Two Kinds” (from “It was not the only disappointment my mother felt in me” through “I realized they were two halves of the same song”).



Consider pausing several times during the masterful reading to allow students time to write down initial reactions and questions.



Students follow along, reading silently.



Differentiation Consideration: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How do Jing-mei's mother's expectations influence the “kind” of daughter (p. 142) that Jing-mei becomes?

Activity 4: Reading and Discussion

50%

Instruct students to form groups. Post or project the following questions for students to discuss. Instruct students to continue to annotate for universal themes, using the code UT, and character development, using the code CD, as they read and discuss. Remind students of the concept of coming of age, and that Jing-mei's growth as a character demonstrates the process of coming of age.



Differentiation Consideration: As you continue to monitor the language development of English language learners, consider reminding students to use the sentence frames you have posted for academic conversations during small-group and whole-class discussion as needed. As the students learn the language of the sentence frames, they may not need to be reminded at this point. See Unit 1, Lesson 4 for sentence frame examples. For more information, refer to the “Engaging in Academic Conversations” section of Deeper Supports for English Language Learners at the back of this book. (LLP: 1, 2, 3)



This focused annotation supports students' engagement with ELA.K12.EE.4.1, which addresses the use of textual evidence in writing.

Instruct student groups to read pages 142–144 (from “It was not the only disappointment” through “two halves of the same song”) and answer the following questions before sharing out with the class.



Consider drawing students' attention to the application of ELA.10.C.3.1 through the process of using various types of phrases and clauses when responding to the discussion questions.

How does Jing-mei's description of the "years that followed" (p. 142) develop the universal theme of expectations?



Student responses may include:

- o Jing-mei's description of the many ways in which she "failed" her mother in the "years that followed" (p. 142) develops the universal theme of expectations, because Jing-mei understands the many disappointments in her life as the result of her obstinate need to defy her mother's expectations or, as she describes, her need to "[assert] my own will, my right to fall short of expectations" (p. 142).
- o Jing-mei's description of the "years that followed" develops the universal theme of expectations, because Jing-mei believes that her mother's high expectations are responsible for the fact that she "didn't become class president . . . didn't get into Stanford . . . dropped out of college" because her mother "had hoped for something so large that failure was inevitable" (p. 142). Jing-mei believes that her mother's hopes were unreasonably high, so she was bound to fall short of her mother's expectations.

How does Jing-mei's description of the "years that followed" (p. 142) develop the universal theme of identity?



Jing-mei's description of her many failures in the "years that followed" develops the universal theme of identity. Jing-mei's explanation for her failure, "For unlike my mother, I did not believe I could be anything I wanted to be. I could only be me" (p. 142), suggests that Jing-mei's belief that she could not change her identity prevented her from achieving the great accomplishments her mother envisioned for her.

Why does Jing-mei describe her piano as "a shiny trophy I had won back" (p. 143)?



The piano represents Jing-mei's renewed sense of her mother's belief that Jing-mei can achieve anything she wants to achieve. When Jing-mei's mother offers to give Jing-mei her piano, she makes it clear that she still believes that Jing-mei has "natural talent" and that Jing-mei "could be a genius if [she] want[ed] to" (p. 143) in spite of her disastrous recital years before. Her mother has forgiven her, and the "tremendous burden" that her mother no longer believes in her has been lifted (p. 143).



Differentiation Consideration: If students struggle, consider posing the following scaffolding question:

What does Jing-mei's attitude toward her mother's possessions suggest about her adult feelings for her mother?



Jing-mei appears to treasure her mother's possessions, even items such as the hand-knitted sweaters that she used to hate (p. 143). Jing-mei's respectful attitude toward her mother's possessions indicates a similar respect for her mother. Also, the Chinese origins of many of these treasured possessions indicate that Jing-mei has come to find value in her mother's culture.

How does Jing-mei's attitude toward her mother's possessions demonstrate the concept of coming of age?



Because coming of age involves the growth and development of a deeper perspective, Jing-mei's attitude toward her mother's possessions and their origins shows growth and maturity.

What does Jing-mei notice about the piece she played at the recital as a child? How does this realization relate to Jing-mei's understanding of her identity?



Student responses should include:

- o Jing-mei realizes that "Pleading Child," the song she played at her childhood recital, and another song, "Perfectly Contented," are two halves of the same song (p. 144). Together they complete and complement each other.
- o Jing-mei's realization suggests that she understands her childhood "misery" and petulance as only one half of her story; the other half of the story is that of a "perfectly contented" adult (pp. 143–144). Perhaps Jing-mei realizes that her childhood struggles were necessary for her to find the sense of peace in her identity that she now feels as an adult.

What "kind" of daughter has Jing-mei become?



Student responses may include:

- o Jing-mei has not become the "obedient" daughter her mother desired (p. 142). Reflecting on her decisions over the years, Jing-mei explains that she "failed" her mother "so many times" because she was "asserting [her] own will, [her] right to fall short of expectations" (p. 142). This suggests that Jing-mei has become the other "kind of daughter," one of "those who follow their own mind" (p. 142).
- o As an adult, Jing-mei has become more of the "obedient daughter" (p. 142) that her mother wanted her to be as a child. As an adult, Jing-mei gets her piano tuned and returns to the music that her mother originally wanted her to play, realizing that "'Pleading Child' was shorter but slower; 'Perfectly Contented' was longer, but faster. And after I played them both a few times, I realized they were two halves of the same song" (p. 144). Jing-mei realizes that the "pleading child" who disobeyed her mother has now become a "perfectly contented" adult, a woman who reconsiders her mother's expectations with a new sense of willingness and acceptance.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How does Jing-mei's coming of age over the course of "Two Kinds" contribute to the development of a universal theme in the text?

Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.



Students listen and read the Quick Write prompt.

 Display the prompt for students to see or provide the prompt in hard copy.

Transition to the independent Quick Write.

 Students independently answer the prompt using evidence from the text.

 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%


Display and distribute the homework assignment. Explain that in the 10.1.2 Mid-Unit Assessment, students will choose between two prompts. Share the two options for the 10.1.2 Mid-Unit Assessment prompt with students:

In “Rules of the Game,” to what extent does Waverly meet her mother’s expectation that she master “the art of invisible strength” (p. 89) over the course of the chapter?

OR

In “Two Kinds,” Jing-mei states, “My mother believed you could be anything you wanted to be in America” (p. 132). To what extent does Jing-mei’s story support this belief?

For homework, instruct students to pick which prompt they are going to respond to for the 10.1.2 Mid-Unit Assessment and to organize, expand, and revise their materials, annotations, and evidence in preparation for the 10.1.2 Mid-Unit Assessment.

 **Differentiation Consideration:** For this activity, consider pulling together a small group of English language learners and checking in with them to see whether they are able to expand and revise their materials in preparation for the assessment. Consider reviewing how to create a topic sentence that responds to a prompt and citing textual evidence to support analysis and inferences drawn from the text. (LLP: 2 and others) For more information, refer to the “Modeling and Providing Examples” section of Deeper Supports for English Language Learners at the back of this book.

Homework

Choose one of the following 10.1.2 Mid-Unit Assessment prompts:

In “Rules of the Game,” to what extent does Waverly meet her mother’s expectation that she master “the art of invisible strength” (p. 89) over the course of the chapter?

OR

In “Two Kinds,” Jing-mei states, “My mother believed you could be anything you wanted to be in America” (p. 132). To what extent does Jing-mei’s story support this belief?

Organize, expand, and revise your materials, annotations, and evidence in preparation for the 10.1.2 Mid-Unit Assessment.