

10.1.3

Lesson 14

Introduction

In the End-of-Unit Assessment for 10.1.3, students demonstrate a cumulative understanding of Amy Tan’s *The Joy Luck Club* and H. G. Bissinger’s *Friday Night Lights* through an exploration of how central ideas of each text develop through key details.

Students craft a brief formal written response to the End-of-Unit Assessment prompt: Choose either “Rules of the Game” or “Two Kinds” from *The Joy Luck Club*, and compare it to Bissinger’s “Dreaming of Heroes” from *Friday Night Lights*. How do the relationships between children and their parents develop a central idea common to these two texts?


For homework, students continue with their AIR, this time through the lens of the focus standard of their choosing.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Assessment

Assessment(s)
<p>The learning in this unit is captured through a multi-paragraph written response at the end of the lesson.</p> <ul style="list-style-type: none"> Choose either “Rules of the Game” or “Two Kinds” from <i>The Joy Luck Club</i> and compare it to Bissinger’s “Dreaming of Heroes” from <i>Friday Night Lights</i>. How do the relationships between children and their parents develop a central idea common to these two texts? <p>Responses should discuss at least two pieces of textual evidence from both texts.</p> <p> The End-of-Unit Assessment should be assessed using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>Student responses should:</p> <ul style="list-style-type: none"> Focus on one parent/child relationship from each of their two chosen texts. Trace the development of a common central idea in <i>The Joy Luck Club</i> and <i>Friday Night Lights</i>. Establish a central idea common to both texts. Analyze how Tan develops this central idea through the interactions between a parent and child from one of the chapters in <i>The Joy Luck Club</i>. Analyze how Bissinger shapes and refines this central idea through the specific details of a parent/child relationship from <i>Friday Night Lights</i>. Compare the two parent/child relationships through the lens of the central idea they identified. End with a strong concluding sentence that connects the development of a common central idea in both <i>The Joy Luck Club</i> and <i>Friday Night Lights</i>. Effectively select, organize, and analyze content. Cite strong and thorough evidence from both texts to support their observations.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
None.*
Vocabulary to teach (may include direct word work and/or questions).
None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document:

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.2, RL.9-10.2, W.9-10.2, W.9-10.9, RL.9-10.1, RL.9-10.3, RI.9-10.1 Texts: “Two Kinds” and “Rules of the Game” from <i>The Joy Luck Club</i> by Amy Tan; “Dreaming of Heroes” from <i>Friday Night Lights</i> by H. G. Bissinger Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 20% 70% 5%

Materials

- Copies of the Text Analysis Rubric (refer to 10.1.1 Lesson 7)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & 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

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.2, RL.9-10.2, W.9-10.2, and W.9-10.9.

In this lesson, students craft an independent written response that demonstrates their cumulative understanding of the excerpts they have read from *The Joy Luck Club* and *Friday Night Lights*.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs about the analysis they completed on their Checkerboard Tool.

- ▶ Students discuss the homework in pairs.
- 💬 See the Model Checkerboard Tool.

Activity 4: End-of-Unit Assessment

70%

Instruct students to use the text selections found on their tool and their own notes and annotations to write a multi-paragraph response to the following prompt:

Choose either “Rules of the Game” or “Two Kinds” from Tan’s *The Joy Luck Club*, and compare it to Bissinger’s “Dreaming of Heroes” from *Friday Night Lights*. How do the relationships between children and their parents develop a central idea common to these two texts?

Use at least two pieces of textual evidence from both texts in your response. You may focus on one set of parents/children from each text or incorporate all four.

Remind students to use the Text Analysis Rubric to guide their written responses.

- ❗ Display the prompt for students to see, or provide the prompt in hard copy.
 - ▶ Students independently answer the prompt using evidence from the text.
 - 💬 See the High Performance Response at the beginning of this lesson.

- ① Circulate around the room and offer non-content support as needed. When circulating the room, remind students that this is an assessment of independent textual analysis so the teacher cannot provide direction on specific content from the text.

Inform students that those who finish early can read their AIR text.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue with their AIR this time through the lens of a focus standard of their choosing (RI/RL.9-10.1-RI/RL.9-10.6). Students should be prepared for a 3–5 minute discussion of their text based on the standard they have chosen.

- ▶ Students follow along.

Homework

Continue reading your AIR text through the lens of a focus standard of your choice (RI/RL.9-10.1-RI/RL.9-10.6). Prepare for a 3–5 minute discussion of your text based on that standard.

Model Checkerboard Tool

Name:		Class:		Date:	
Text	Quote	Parent's Expectations	Quote	Children's Reactions	
"Two Kinds"	"Of course, you can be prodigy, too,' my mother told me when I was nine. 'You can be best anything.'" (Tan, p. 132)	Jing-mei's mother wants her to be a prodigy.	"Why don't you like me the way I am? I'm not a genius! I can't play the piano. And even if could, I wouldn't go on TV if you paid me a million dollars!" (Tan, p. 136) "You want me to be someone that I'm not!' I sobbed, 'I'll never be the kind of daughter you want me to be!'" (Tan, p. 142)	Jing-mei doesn't practice the piano and refuses to be someone that she is not.	
"Rules of the Game"	"My mother placed my first trophy next to a new plastic chess set...as she wiped each piece with a soft cloth, she said, 'Next time win more, lose less.'" (Tan, p. 97)	Waverly's mother wants her to be a chess champion.	"Why do you have to use me to show off? If you want to show off, then why don't you learn to play chess?" (Tan, p. 99)	Waverly wants to be a chess champion, but she does not want her mother to take credit for her success.	
"Dreaming of Heroes" (Mike and Billy)	"And there was Billy, the proud master, watching his gifted disciple from the car." (Bissinger, p. 75) "When he had trouble with his baseball swing he knew that Billy would have been able to fix it in a second, standing with him, showing him where to place his hands,	Billy wants Mike to be a successful athlete.	"And then somewhere around the time his father started slipping, Mike lost that innate confidence in himself." (Bissinger, p. 75)	Mike wants to be a football star, but after his father dies he doesn't have any self-confidence.	

Text	Quote	Parent's Expectations	Quote	Children's Reactions
	jiggering his stance just a tad here and a tad there, doing all the things only a dad could do to make a swing level again and keep a baseball flying forever." (Bissinger, p. 77)			
"Dreaming of Heroes" (Don and Charlie)	"The roars of the crowd got louder and louder as Don took the ball and headed for the goal line...And no one wanted it more, no one felt it more, than Charlie Billingsley...but it was more than the natural swell of parental pride...twenty years earlier, Charlie Billingsley himself had worn the black and white of Permian....as a star, a legend...it seemed impossible not to look down on the field and see his own reflection." (Bissinger, p. 79)	Charlie wants Don to be a football star, just like he was in high school.	"As for Billingsley, his debut as a starter had become further mired after his first nervous fumble...But then with time running out in the half, he had fumbled again, as if the ghost of Charlie caused the football to go bouncing along the turf like a basketball." (Bissinger, p. 85)	Don wants to be just like his father. He tries to be a football hero like his dad, but the pressure of his father's legendary status makes him fumble.