

## 10.1.3

## Lesson 2

## Introduction

In this lesson, students read pages 89–93 of “Rules of the Game” from Amy Tan’s *The Joy Luck Club* (from “My mother imparted her daily truths so she could” to “and reading from the dog-eared instruction book”), in which Waverly describes her neighborhood in San Francisco’s Chinatown and the events that lead to her receiving the chess board that begins her chess career. Students participate in a collaborative discussion to explore how Tan develops a central idea through Waverly’s descriptions of her neighborhood and her interactions with the characters in it. Student learning is assessed via a Quick Write at the end of the lesson: How does Waverly’s description of a place, event, or person in this passage develop a central idea in the text?

For homework, students continue reading their Accountable Independent Reading (AIR) through the lens of a new focus standard, RL.9-10.5 or RI.9-10.5, and prepare for a 3–5 minute discussion of their texts based on that standard. Also for homework, students reread pages 89–93 of “Rules of the Game” and trace the development of the central idea of identity on their Central Ideas Tracking Tools.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> </ul>
SL.9-10.1.a, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

## Assessment

<b>Assessment(s)</b>
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>How does Waverly's description of a place, event, or person in this passage develop a central idea in the text?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify a central idea in the text (e.g., identity).</li> <li>Analyze how one of Waverly's descriptions of a place, event, or person in this passage develops this central idea (e.g., Waverly's description of a photographer develops the central idea of identity by emphasizing the important role her Chinese-American culture plays in her understanding of herself and others. Waverly introduces the photographer as "Caucasian" (p. 91), drawing attention to how his appearance and background differs from hers. The man's positioning of the children in front of "the roasted duck with its head dangling from a juice-covered rope" (p. 91) emphasizes the cultural differences between Waverly and the photographer, who seems to view the setting as unusual and worthy of photographing. Knowing he cannot read Chinese, Waverly suggests that he eat at Hong Sing's café and laughs when she tells him that the restaurant serves "[g]uts and duck's</li> </ul>

feet and octopus gizzards” (p. 91.).

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>• imparted (v.) – made (something) known to someone</li> <li>• dim sum (n.) – small dumplings, usually steamed or fried and filled with meat, seafood, vegetables, condiments, etc.</li> <li>• saffron (n.) – orange powder that is made from a type of flower and that is used to color and flavor food</li> <li>• embossed (v.) – decorated with raised ornament</li> <li>• grotto (n.) – artificial cavern-like recess or structure</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>• benefactor (n.) – one that makes a gift or bequest</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>• curio (n.) – small and unusual object that is considered interesting or attractive</li> <li>• emerged (v.) – came out into view</li> <li>• missionary (n.) – person who is sent by a church into a region to do religious work (such as to convince people to join a religion or to help people who are sick, poor, etc.)</li> <li>• parishioners (n.) – people who go to a particular local church</li> <li>• toilet water (n.) – liquid that has a light, pleasant smell and that people put on their skin</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.2, W.9-10.9.a, SL.9-10.1.a, d, SL.9-10.4, L.9-10.4.a</li> <li>• Text: “Rules of the Game” from <i>The Joy Luck Club</i> by Amy Tan, pages 89–93</li> </ul>	

<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 15%
4. Collaborative Discussion Activity	4. 35%
5. Reading and Discussion	5. 15%
6. Quick Write	6. 10%
7. Closing	7. 5%

## Materials

- Student copies of 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Copies of 10.1.3 Lesson 2 Evidence Collection Tools A–D for each student in each letter group
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
- Student copies of the Central Ideas Tracking Tool (refer to 10.1.2 Lesson 2)—students may need additional blank copies

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 standard for this lesson: RL.9-10.2. In this lesson, students participate in a collaborative discussion to explore how Waverly’s descriptions of places, people, and events develop a central idea in the text.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 10.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with two new standards: SL.9-10.1.d and SL.9-10.4. Instruct students to individually read these standards on their tools and assess their familiarity with and mastery of each standard.

- ▶ Students read and assess their familiarity with standards SL.9-10.1.d and SL.9-10.4.

Instruct students to talk in pairs about what they think SL.9-10.1.d means. Lead a brief discussion about the standard.

🗨️ Student responses may include:

- Students respond thoughtfully to opinions that differ from their own.
- Students clarify how they agree and disagree with others.
- Students justify or change their own opinions based on evidence.

Instruct students to talk in pairs about what they think SL.9-10.4 means. Lead a brief discussion about the standard.

🗨️ Student responses may include:

- Students to focus on how they present information orally in a clear and logical manner.
- Students to present material in a way that is compelling and clear for a specific audience.
- Students to present material in a way that is appropriate to the task they are trying to accomplish.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out their responses to the previous lesson’s homework assignment. (Reread the first three paragraphs of “Rules of the Game” on page 89 and respond briefly in writing to the following question: What “game” is introduced in this excerpt?) Instruct students to form pairs and share their written responses to the homework question.

- ▶ Student pairs discuss their responses to the previous lesson’s homework assignment.

🗨️ Student responses may include:

- The excerpt introduces the game of chess when Waverly says that “the art of invisible strength” is a “strategy for winning ... chess games” (p. 89).
- The excerpt introduces the “game” of “winning arguments” and “respect from others” that Waverly and her mother seem to play (p. 89). Waverly demonstrates how “the art of invisible strength” helps her “win” this game when she describes how she “bit back [her] tongue” the second time she went to the store. By demonstrating her mastery of “the art of invisible strength” and good behavior, Waverly “wins” from her mother “a small bag of plums” (p. 89). In this exchange, both Waverly and her mother “win” because Waverly

“wins” the treat and her mother’s respect, while her mother “wins” Waverly’s good behavior.

Lead a brief whole-class discussion of student responses.

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

🗨️ Students may identify the following words: *imparted*, *dim sum*, *saffron*, *embossed*, and *grotto*.

① **Differentiation Consideration:** Students may also identify the following words: *curio*, *emerged*, *missionary*, *parishioners*, and *toilet water*.

① Definitions are provided in the Vocabulary box in this lesson.

### Activity 3: Masterful Reading

15%

Have students listen to a masterful reading of pages 89–93 of “Rules of the Game” (from “My mother imparted her daily truths so she could” to “and reading from the dog-eared instruction book”).

① Consider pausing several times during the masterful reading to allow students time to write down initial reactions and questions.

▶ Students follow along, reading silently.

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What are some important elements of Waverly’s community in this excerpt?**

### Activity 4: Collaborative Discussion Activity

35%

Explain that in this part of the lesson, students work in small groups to complete an Evidence Collection Tool, focusing on one of four questions. Group members first work independently and then collaborate to discuss and complete the task.

Instruct students to form small groups and distribute 10.1.3 Lesson 2 Evidence Collection Tools A–D evenly among the groups. More than one group may complete a tool with the same letter. Instruct group members to work independently to record their evidence and analysis in response to the focus question on their tool.

- ① If necessary, remind students of their work with Evidence Collection Tools in 10.1.1 Lesson 6 and 10.1.2 Lesson 12. If students struggle, consider reviewing a model Evidence Collection Tool provided in this lesson or model filling out a new Evidence Collection Tool with the class.
  - ▶ Students work independently to gather evidence and develop analysis in response to focus questions.
- 🗨 See Model 10.1.3 Lesson 2 Evidence Collection Tools A–D for sample student responses.

After students collect and analyze evidence, instruct them to work collaboratively with their group members to discuss their work before composing a connecting statement that answers the focus question. Instruct groups to select the three most relevant pieces of evidence and analysis that support their connecting statements. Remind students that this activity is an opportunity to develop their speaking and listening skills by using evidence during discussion to justify their own views and make new connections based on evidence and reasoning presented during the discussion.

- ① Consider drawing students' attention to the application of SL.9-10.1.a through their selection of text evidence in preparation for participating in a collaborative discussion.
- ① Consider drawing students' attention to the application of SL.9-10.1.d through their active participation in the collaborative discussion, including summarizing points of agreement and disagreement, qualifying or justifying their own views and understanding, and making new connections in light of the evidence and reasoning presented in the discussion.
  - ▶ Students work collaboratively to discuss and select evidence and analysis before drafting a connecting statement.
- 🗨 See Model 10.1.3 Lesson 2 Evidence Collection Tools A–D for sample student responses.

Call on groups to share their work with the whole class so each portion of the lesson's text excerpt is discussed. Ask groups to share their question, connecting statement, evidence, and analysis, and explain how they selected evidence to support their connecting statement. Remind students to present their work clearly, concisely, and logically, using supporting evidence. Remind students to take notes or make annotations on their own text of the details identified by the other groups.

- ① Consider drawing students' attention to the application of SL.9-10.4 through their presentation of connecting statements and use of clear, concise, and logical supporting evidence, so that listeners can follow the line of reasoning. Students also apply SL.9-10.4 through the organization, development, substance, and style of their presentations, so that the presentations are appropriate to the purpose, audience, and task.
  - ▶ Groups share their analyses in a whole-class discussion.
- ① Remind students of their work with the central idea of "identity" in 10.1.2. Explain that students will continue to explore the idea of identity in "Rules of the Game" as they consider how Waverly understands herself, how others understand her, and how these understandings change over time.

## Activity 5: Reading and Discussion

15%

Instruct students to remain in their groups. Post or project each set of questions below for students to discuss. Instruct students to annotate for central ideas throughout the reading and discussion, using the code CI.

① This focused annotation supports students' engagement with W.9-10.9.a, which addresses the use of textual evidence in writing.

Instruct students to reread pages 91–93 (from “My older brother Vincent was the one who” to “and reading from the dog-eared instruction book”) and answer the following questions before sharing out with the class.

### How do Waverly's interactions with Santa Claus further develop a central idea in the text?

🗨 Student responses should include:

- Waverly's interactions further develop the central idea of identity by demonstrating that she views herself as a member of the Chinatown community as opposed to the “American” community. She says, “I think the only children who thought [one of the Chinese parishioners who dressed up as Santa Claus] was the real thing were too young to know that Santa Claus was not Chinese” (p. 92). Waverly's observation suggests that she views Santa Claus as part of a culture that differs from her Chinese culture.
- Waverly's responses to Santa Claus develop the idea of identity because they demonstrate that American culture and Chinese culture sometimes differ, and Waverly must learn to navigate both cultures. Waverly is distrustful of the questions Santa Claus asks her because she recognizes that her answers depend on cultural interpretations. When Santa Claus asks how old she is, Waverly says, “I thought it was a trick question; I was seven according to the American formula and eight by the Chinese calendar. I said I was born on March 17, 1951” (p. 92).
- Waverly's responses to Santa Claus develop the idea of identity because they emphasize Waverly's view of herself as a member of the Chinese community competing with American culture. Waverly says she knows “the only answer” to the questions about whether she had been good and obedient and about whether she believed in Jesus, suggesting that she sees these questions as part of a contest or game that she wants to win (p. 92).

### How does Waverly's mother's response to the chess set further develop a central idea in the text?

🗨 Student responses may include:

- Waverly's mother's response develops the idea of identity by suggesting that she has a public and private identity. She “graciously thank[s] the unknown benefactor” who donated the chess set, which “was obviously used,” by saying, “Too good. Cost too much” (p. 93). She

does not share her private opinion, which she expresses when she tells Vincent to throw away the chess set, saying, “She not want it. We not want it” with “a tight, proud smile” (p. 93).

- Waverly’s mother’s response develops the idea of identity by marking the separation between the members of The First Chinese Baptist Church in Chinatown, who are receiving charity, and the “missionary ladies” who had “put together a Santa bag of gifts donated by members of another church” (p. 92). Waverly’s mother allows Vincent to take the gift home, but when she tells Vincent, “She not want it. We not want it” (p. 93), it is clear that she resents the idea that people from outside Chinatown would donate damaged goods to be offered as charity.

- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

**How does the description of the gift of bags, from which Vincent chooses the chess set, clarify the meaning of the word *benefactor*?**

- 💬 Waverly says the “missionary ladies had put together a Santa bag of gifts donated by members of another church” (p. 92), so the chess set was given by someone. A *benefactor* must be someone who makes a gift or bequest.

- ① Consider drawing students’ attention to the application of L.9-10.4.a through the process of using context to make meaning of unknown words.

Lead a brief whole-class discussion of student responses.

## Activity 6: Quick Write

10%

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

**How does Waverly's description of a place, event, or person in this passage develop a central idea 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.

- ① 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 7: Closing

5%

Distribute a copy of the Central Ideas Tracking Tool to each student. Remind students that the “Notes and Connections” column should be used to record supporting quotes and explanations, questions, and connections to other texts.

- ① **Differentiation Consideration:** If necessary, consider reminding students of their work with the Central Ideas Tracking Tool in 10.1.2.

Display and distribute the homework assignment. For homework, students should continue to read their AIR text through the lens of a new focus standard, RL.9-10.5 or RI.9-10.5, and prepare for a 3–5 minute discussion of their text based on that standard.

Introduce standards RI.9-10.5 and RL.9-10.5 as focus standards to guide students’ AIR and model what applying these focus standards looks like. For example, RL.9-10.5 asks students to “analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.” Students who read “The Palace Thief” might explain how Canin’s choice to have Hundert tell the story by looking back on the past creates suspense by allowing him to hint at the outcome of the events he describes.

Also for homework, instruct students to reread pages 89–93 (from “I was six when my mother taught me” to “and reading from the dog-eared instruction book”) and trace the development of the central idea of identity on their Central Ideas Tracking Tools.

- ▶ Students follow along.

## Homework

Continue reading your Accountable Independent Reading texts through the lens of focus standard RL.9-10.5 or RI.9-10.5 and prepare for a 3–5 minute discussion of your text based on that standard.

Also, reread pages 89–93 of “Rules of the Game” (from “I was six when my mother taught me” to “and reading from the dog-eared instruction book”) and trace the development of the central idea of identity on your Central Ideas Tracking Tool.

### 10.1.3 Lesson 2 Evidence Collection Tool A (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read pages 89–90 (from “My mother imparted her daily truths so” to “then locked the door behind him, one-two-three clicks”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focus question in the Analysis space. Finally, use these notes to construct a response to the focus question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her family?

Key Detail:	Analysis

### 10.1.3 Lesson 2 Evidence Collection Tool A (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

### 10.1.3 Lesson 2 Evidence Collection Tool B (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read page 90 (from “At the end of our two-block alley” to “‘Was smash flat,’ reported my mother”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focus question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her neighborhood?

Key Detail:	Analysis



### 10.1.3 Lesson 2 Evidence Collection Tool C (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read pages 90–91 (from “At the corner of the alley was Hong Sing’s” to “pounding with hope that he would chase us”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focus question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her encounter with the Caucasian photographer?

Key Detail:	Analysis

### 10.1.3 Lesson 2 Evidence Collection Tool C (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

### 10.1.3 Lesson 2 Evidence Collection Tool D (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read page 91 (from “My mother named me after the street” to “Not lazy like American people. We do torture. Best torture”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focus question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her conversation with her mother?

Key Detail:	Analysis

### 10.1.3 Lesson 2 Evidence Collection Tool D (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

### Model 10.1.3 Lesson 2 Evidence Collection Tool A (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read pages 89–90 (from “My mother imparted her daily truths so” to “then locked the door behind him, one-two-three clicks”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focus question in the Analysis space. Finally, use these notes to construct a response to the focus question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her family?

Key Detail:	Analysis
“We lived in San Francisco’s Chinatown.” (p. 89)	Waverly says that she grew up in Chinatown, identifying herself as part of a large Chinese-American community.
“Like most of the other Chinese children who played in the back alleys of restaurants and curio shops, I didn’t think we were poor.” (p. 89)	Waverly identifies herself as similar to “most of the other Chinese children,” reinforcing her identity as a Chinese-American child.
“We lived on Waverly Place, in a warm, clean, two-bedroom flat that sat above a small Chinese bakery specializing in steamed pastries and dim sum.” (p. 89–90)	Waverly’s description of the smells that she associates with her childhood home emphasize the role of Chinese culture in her upbringing.

## Model 10.1.3 Lesson 2 Evidence Collection Tool A (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

Waverly’s identity is shaped by her childhood in San Francisco’s Chinatown, where Chinese and Chinese-American cultures give her a sense of being part of a special community.

### Model 10.1.3 Lesson 2 Evidence Collection Tool B (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read page 90 (from “At the end of our two-block alley” to “‘Was smash flat,’ reported my mother”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focus question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her neighborhood?

Key Detail:	Analysis
<p>“The play area was bordered by wood-slat benches where old-country people sat cracking roasted watermelon seeds with their golden teeth and scattering the husks to an impatient gathering of gurgling pigeons.” (p. 90)</p>	<p>Waverly depicts her neighborhood as a safe, immigrant community enclosed by adults, whom she calls “old-country people.” Her descriptions of their appearance (“with their golden teeth”) and customs (“cracking roasted watermelon seeds”) suggest that they maintain their “old-country” culture in San Francisco.</p>
<p>“My brothers and I would peer into the medicinal herb shop, watching old Li dole out onto a stiff sheet of white paper the right amount of insect shells, saffron-colored seeds, and pungent leaves for his ailing customers. It was said that he once cured a woman dying of an ancestral curse that had eluded the best of American doctors.” (p. 90)</p>	<p>Waverly’s description of old Li suggests that she values Chinese medicine and allows for the possibility of “ancestral curse[s].” Waverly’s pride that old Li’s skills were superior to those of “the best of American doctors” suggests that she sees Chinese and American medicine as competing with each other.</p>
<p>“A hand-written sign informed tourists, ‘Within this store, is all for food, not for pet.’” (p. 90)</p>	<p>This store in Chinatown primarily serves a Chinese-speaking community familiar with Chinese customs. The language suggests that English is not the first language of the person who wrote the sign; the content of the sign suggests that “tourists,” or non-community members, might find some things confusing.</p>

## Model 10.1.3 Lesson 2 Evidence Collection Tool B (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

Waverly’s descriptions of her neighborhood suggest that the Chinese community in which she lives heavily influences her identity. She takes comfort from the presence of the “old-country people,” she is proud of the skills of the local pharmacist, and she recognizes that her community is different enough that “tourists” come to see it.

### Model 10.1.3 Lesson 2 Evidence Collection Tool C (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read page 91 (from “At the corner of the alley was Hong Sing’s” to “pounding with hope that he would chase us”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focus question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her encounter with the Caucasian photographer?

Key Detail:	Analysis
<p>“Tourists never went to Hong Sing’s, since the menu was printed only in Chinese.” (p. 91)</p>	<p>Language serves as a way of distinguishing between “insiders” and “outsiders” in Chinatown and is an important part of the community’s cultural identity. Some stores, such as the Ping Yuen Fish Market, have signs in English for the benefit of “tourists,” while others, such as Hong Sing’s Café, have signs only in Chinese, ensuring that “[t]ourists never [go]” in.</p>
<p>“A Caucasian man with a big camera once posed me and my playmates in front of the restaurant.” (p. 91)</p>	<p>By describing the photographer who posed Waverly and her friends in front of the café as a “Caucasian man with a big camera,” Waverly draws attention to physical and cultural characteristics that mark the photographer as an outsider in Chinatown. Not only does he look different from most of the people who live in Chinatown, but he also responds to Chinatown differently, posing Waverly and her friends to create an artistic representation of her everyday life.</p>

<p>“After he took the picture, I told him he should go into Hong Sing’s and eat dinner. When he smiled and asked me what they served, I shouted, ‘Guts and duck’s feet and octopus gizzards!’ Then I ran off with my friends, shrieking with laughter” (p. 91)</p>	<p>Waverly’s description of her encounter with the photographer demonstrates that she understands that people from outside the neighborhood may be ignorant of the community and its culture; she uses the photographer’s ignorance to play a joke on him, telling him that the restaurant serves food she knows would be unappetizing to the man. By reporting that she ran away “shrieking with laughter,” Waverly makes it clear that she enjoys using her cultural knowledge to make a joke at the expense of outsiders.</p>
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## Model 10.1.3 Lesson 2 Evidence Collection Tool C (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

Waverly’s description of her encounter with the Caucasian photographer demonstrates that she understands that people from outside the community are often ignorant of her culture and may view her as different. Similarly, she views the outsiders as different. Waverly’s awareness of differences helps shape her identity as a member of the Chinese-American community within a larger non-Chinese-American community.

### Model 10.1.3 Lesson 2 Evidence Collection Tool D (Side 1)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Read page 91 (from “My mother named me after the street” to “Not lazy like American people. We do torture. Best torture”). Select three quotes from the passage that address the focus question and write the quotes in the Key Detail space. Explain how each quote helps you to answer the focus question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

**Focus Question:** What important idea emerges from Waverly’s description of her conversation with her mother?

Key Detail:	Analysis
<p>“My mother named after the street that we lived on: Waverly Place Jong, my official name for important American documents. But my family called me Meimei, ‘Little Sister.’” (p. 91)</p>	<p>Waverly has two identities: one that is American and one that is Chinese. Her American identity is “official,” but her Chinese identity gives her a place in her family.</p>
<p>“‘Who say this word?’ she asked without a trace of knowing how wicked I was being. I shrugged my shoulders and said, ‘Some boy in my class said Chinese people do Chinese torture.’” (p. 91)</p>	<p>Unlike her mother, Waverly understands that the boy was trying to insult her by using the term “Chinese torture,” though Waverly does not seem disturbed. Instead, she uses her knowledge of English and her mother’s lack of knowledge to make a joke of her own.</p>
<p>“‘Chinese people do many things,’ she said simply. ‘Chinese people do business, do medicine, do painting. Not lazy like American people. We do torture. Best torture.’” (p. 91)</p>	<p>Waverly understands from her mother’s response to her question that her mother is proud of her Chinese heritage and expects Waverly to take pride in her heritage, too. While Waverly may live in America, she should be proud of her Chinese culture.</p>

## Model 10.1.3 Lesson 2 Evidence Collection Tool D (Side 2)

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Connections:**

Waverly is aware of being part of two cultures. She has two names, one for each culture, and is able to use her knowledge of both languages to navigate between the two communities.