10.1.3 Lesson 3

Introduction

In this lesson, students read pages 93–98 of “Rules of the Game” (from “I watched Vincent and Winston play during Christmas week” to “thrown back at my opponent for good measure”), in which Waverly begins to play chess competitively and is recognized as a chess champion in her community. Students consider how Waverly’s description of her blossoming chess career develops the central idea of expectations. Student learning is assessed via a Quick Write at the end of the lesson: How does an event in this passage develop a central idea of the text?

For homework, students continue to read their Accountable Independent Reading (AIR) 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 their texts based on that standard. Students also reread pages 89–98 (from “I was six when my mother taught me” to “thrown back at my opponent for good measure”) and use the Central Ideas Tracking Tool to trace the development of central ideas in the text. In addition, students respond briefly in writing to the following question: What does Waverly’s conversation with her mother regarding chess strategy suggest about their relationship?

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. |
| a. Apply grades 9–10 Reading standards 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]”). |
| L.9-10.4.a            | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |
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.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Assessment

Assessment(s)

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.

- How does an event in this passage develop a central idea of the text?

High Performance Response(s)

A High Performance Response should:

- Identify a significant event in the passage (e.g., Waverly convinces her mother to let her play in local chess tournaments, Waverly’s mother offers advice about how to win chess matches, Waverly’s mother tells the boys to help with the chores, and Waverly participates in a chess tournament and appears in Life Magazine).

- Identify a central idea in the text (e.g., identity, expectations).

- Analyze how the event develops a central idea (e.g., Waverly’s description of her participation in a chess tournament on the day Life Magazine photographs her develops the central idea of expectations by demonstrating how the expectations of her Chinese heritage conflict with the expectations of American culture. Waverly learns about the expectations of her Chinese heritage through her mother and her early chess teacher, Lau Po. Lau Po’s lesson, “Never announce ‘Check’ with vanity” (p. 95), reinforces her mother’s emphasis on “proper Chinese humility” (p. 96). Both adults emphasize that Waverly should not draw attention to her success when she plays chess. Waverly’s experience as a national chess champion, however, creates new expectations for her success. As Waverly plays against an older American opponent, Waverly notes that he “wip[es] his palm before sweeping his hand over the chosen chess piece with great flourish” (p. 98). Waverly chooses a similarly elaborate routine for moving her pieces, “twirl[ing] [her] chosen piece in midair as if undecided, and then firmly plant[ing] it in its new threatening place, with a triumphant smile thrown back at [her] opponent for good measure” (p. 98), implying that Waverly rejects the Chinese expectation that she act with humility and instead embraces the expectations of American society.).
Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- elaborate (adj.) – complicated
- deliberately (adv.) – slowly and carefully
- obscured (adj.) – difficult or impossible to know completely and with certainty
- endgame (n.) – stage of a chess game after major reduction of forces
- benevolently (adv.) – characterized by or expressing goodwill or kindly feelings
- humility (n.) – the quality or condition of being modest
- Tao (n.) – source and guiding principle of all reality according to a popular Chinese religion
- malodorous (adj.) – having an unpleasant or offensive odor; smelling bad

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

- adversaries (n.) – enemies or opponents
- foresight (n.) – ability to see what will or might happen in the future
- prodigy (n.) – person, especially a child, having extraordinary talent or ability

Additional vocabulary to support English Language Learners (to provide directly)

- pawn (n.) – one of the eight small pieces that have the least value in the game of chess

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
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<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
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<tr>
<td>- Standards: RL.9-10.2, W.9-10.9.a, L.9-10.4.a, L.9-10.5</td>
<td>1. 5%</td>
</tr>
<tr>
<td>- Text: “Rules of the Game” from The Joy Luck Club by Amy Tan, pages 93–98</td>
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<tr>
<td>Learning Sequence:</td>
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<tr>
<td>1. Introduction of Lesson Agenda</td>
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<td>2. Homework Accountability</td>
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<td>3. Masterful Reading</td>
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<td>4. Reading and Discussion</td>
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<td>5. Quick Write</td>
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<td>6. Closing</td>
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Materials

- Student copies of 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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<td>Bold text indicates questions for the teacher to ask students.</td>
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<tr>
<td>Italicized text indicates a vocabulary word.</td>
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<td>▲</td>
<td>Indicates student action(s).</td>
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<td>✋</td>
<td>Indicates possible student response(s) to teacher questions.</td>
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<tr>
<td>ℹ️</td>
<td>Indicates instructional notes for the teacher.</td>
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Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.2. In this lesson, students analyze how events in this passage develop a central idea in the text.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied focus standard RL.9-10.5 or RI.9-10.5 to their AIR texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and then share out.

Instruct students to form pairs and discuss their responses to the second part of the previous lesson’s homework. (Reread pages 89–93 of “Rules of the Game” and trace the development of the central idea of identity on your Central Ideas Tracking Tool.)

- See Model Central Ideas Tracking Tool for sample student responses.
Lead a brief whole-class discussion of student responses.

**Activity 3: Masterful Reading**

Have students listen to a masterful reading of pages 93–98 of “Rules of the Game” (from “I watched Vincent and Winston play during Christmas week” to “thrown back at my opponent for good measure”).

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.

2. **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:
   
   What does Waverly learn in this excerpt?

**Activity 4: Reading and Discussion**

Instruct students to form pairs or small 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 student pairs or groups to read pages 93–95 (from “I watched Vincent and Winston play during Christmas week” to “in their Hopalong Cassidy cowboy hats”) and answer the following question before sharing out with the class.

Provide students with the following definitions: *elaborate* means “complicated,” *deliberately* means “slowly and carefully,” *obscured* means “difficult or impossible to know completely and with certainty,” and *endgame* means “stage of a chess game after major reduction of forces.”

1. Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

Students write the definitions of *elaborate*, *deliberately*, *obscured*, and *endgame* on their copies of the text or in a vocabulary journal.

2. **Differentiation Consideration:** Consider providing students with the following definition: *pawn* means “one of the eight small pieces that have the least value in the game of chess.”
   - Students write the definition of *pawn* on their copies of the text or in vocabulary journal.
What do the comments Waverly’s mother makes about “American rules” (p. 94) suggest about her expectations of American culture?

- Waverly’s mother’s comments suggest that she expects American culture to mistreat people of other cultures. She tells her children that American judges say, “Don’t know why, you find out yourself. But they knowing all the time. Better you take it, find out why yourself” (p. 94). Believing that American judges take advantage of the ignorance of immigrants, she expects her own children to learn American rules as a way of meeting the expectations of American culture.

How does Waverly’s growing mastery of chess relate to her mother’s expectation that Waverly master “the art of invisible strength” (p. 89)?

- Student responses should include:
  - Waverly’s use of strategy in chess suggests that she is meeting her mother’s expectation that she master “the art of invisible strength” (p. 89). Waverly observes, “I discovered that for the whole game one must gather invisible strengths and see the endgame before the game begins” (p. 94). Waverly’s words demonstrate that she understands that in chess she must use strategy and work slowly and carefully, like the “wise guy” who uses the “invisible strength” of the wind (p. 89).

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

- How does the term “clashing ideas” clarify the meaning of the word adversaries (p. 94)?
  - “Clashing ideas” oppose each other, so adversaries must oppose each other. Adversaries must be “enemies” or “opponents.”

- How does Waverly’s explanation that it is necessary to have an “understanding of all possible moves” clarify the meaning of the word foresight?
  - Understanding all the possible moves in a chess game helps a player guess what will or could happen, so foresight must mean “the ability to see what will or might happen in the future.”

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.

Instruct student pairs or groups to read pages 95–97 (from “On a cold spring afternoon, while walking” to “to little puffs, my own breath”) and answer the following question before sharing out with the class.
Provide students with the following definitions: *benevolently* means “characterized by or expressing goodwill or kindly feelings” and *humility* means “the quality or condition of being modest.”

1. Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.
   - Students write the definitions of *benevolently* and *humility* on their copies of the text or in a vocabulary journal.

What does Waverly’s mother’s suggest about her expectations of Waverly in the two places she uses the phrase, “Is luck” (p. 96)?

- Student responses should include:
  - The first time Waverly’s mother says, “Is luck,” she uses it to express “proper Chinese humility” by dismissing Waverly’s success as the result of good fortune rather than hard work or talent. Waverly’s mother watches her daughter’s growing success “proudly,” but she expects Waverly to continue showing “proper Chinese humility” and does not want Waverly to appear vain (p. 96).
  - The second time Waverly’s mother says, “Is luck,” she uses it to express support for her daughter and whispers the phrase privately, as she gives Waverly her *chang*. Here, the expression suggests that Waverly’s mother wants her to succeed.

1. Remind students of their work with the central idea of “expectations” in 10.1.2, and explain that 10.1.3 continues to consider the idea of expectations by exploring the role of cultural and familial expectations.

1. Consider drawing students’ attention to the application of L.9-10.5 through the process of considering nuances in word meanings.

What does Waverly’s discussion with her mother about playing in a tournament suggest about Waverly’s understanding of her mother’s expectations?

- Student responses may include:
  - Waverly’s decision to “bit[e] back [her] tongue” (p. 96), to avoid showing her mother how much she really wants to go to the tournament, suggests that she understands her mother’s expectations that she learn “the art of invisible strength” (p. 89).
  - Waverly demonstrates an understanding of her mother’s expectations when she shows “proper Chinese humility” by using “a small voice” to tell her mother that she doesn’t want to go to the tournament (p. 96).
  - Waverly demonstrates that she understands her mother’s expectations when she echoes her mother’s doubts about the “American rules” (p. 96), just as her mother did on page 94. By meeting her mother’s expectations that she maintain pride in her Chinese culture,
Waverly makes her mother think Waverly should go, demonstrating that Waverly can strategically appear to meet her mother’s expectations to “win” what she wants.

What does Waverly’s description of the wind’s advice suggest about the extent to which Waverly meets her mother’s expectations?

- The wind tells Waverly, “Blow from the South” (p. 96), which is similar to the advice Waverly’s mother gave when she described the wind giving the “wise guy” (p. 89) at the beginning of the chapter. Waverly’s ability to “hear” the “wind” suggests that she has learned her mother’s lessons and is meeting her expectations by using “the art of invisible strength” to wait for the right moment to strike and win the chess game (p. 89).

Lead a brief whole-class discussion of student responses.

Instruct student pairs or groups to read pages 97–98 (from “My mother placed my first trophy” to “at my opponent for good measure”) and answer the following question before sharing out with the class.

Provide students with the following definitions: Tao means “source and guiding principle of all reality according to a popular Chinese religion” and malodorous means “having an unpleasant or offensive odor; smelling bad.”

- Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.

- Students write the definitions of Tao and malodorous on their copies of the text or in a vocabulary journal.

How does Waverly’s mother’s explanation for the new job assignments at home develop a central idea in the text?

- Waverly’s mother’s explanation for the new job assignments develops the central idea of expectations. Earlier in the story, Waverly’s mother expresses her expectation that Waverly learns “American rules” by telling her, “Every time people come out from foreign country, must know rules. You not know, judges say, Too bad, go back” (p. 94). Now Waverly’s mother tells her sons, “Is new American rules” to explain why they should do their sister’s chores to help her prepare for her chess games (p. 97). In both instances, Waverly’s mother makes it clear that she expects her children to learn “American rules.”
What does Waverly’s description of herself at nine years old suggest about the expectations the American chess community has for Waverly?

 ventas

 Waverly describes herself as a very successful chess player at nine years old. She says, “I was still some 429 points away from grand-master status, but I was touted as the great American Hope, a child prodigy and a girl to boot” (p. 97). Her description suggests that the chess community expects her to continue as a successful chess player, and that her success represents the success of the American chess community.

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

 How does Waverly’s description of her position in the chess community clarify the meaning of the word *prodigy*?

 ventas

 Waverly says that by her “ninth birthday” she was “a national chess champion,” “429 points away from grand-master status,” and featured in a national magazine, suggesting that she is a very talented girl (p. 97). Therefore, *prodigy* must mean “a person, especially a child, of extraordinary talent or ability.”

 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.

What does Waverly’s description of the Chinatown community’s attitude towards her success suggest about its expectations for her?

 ventas

 The community supports Waverly’s success by displaying her trophies in shop windows, putting a special cake for Waverly in the window of the bakery, and offering to sponsor her in national tournaments (p. 97). The cake is decorated with the words, “Congratulations, Waverly Jong, Chinatown Chess Champion” (p. 97), identifying Waverly as a member of the Chinatown community and suggesting that her success is a matter of pride to the whole community (p. 97). The community expects her to continue her career as a successful chess player because her success reflects positively on the community.

How does Waverly’s description of her behavior during her chess match on page 98 develop a central idea in the text?

 ventas

 Waverly’s description of the “triumphant smile” that she “throw[s] back at [her] opponent for good measure” develops the central idea of expectations because it suggests that she no longer displays the “proper Chinese humility” that her mother expects of her (p. 96).

Lead a brief whole-class discussion of student responses.
Activity 5: Quick Write

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

How does an event in this passage develop a central idea of the text?

Instruct students to look at their annotations to find evidence. 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.

Activity 6: Closing

Display and distribute the homework assignment. For homework, students should continue reading their AIR text through the lens of 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.

Additionally, instruct students to reread pages 89–98 (from “I was six when my mother” to “thrown back at my opponent for good measure”) and use the Central Ideas Tracking Tool to continue tracing the development of central ideas in the text.

Also for homework, instruct students to respond briefly in writing to the following question:

What does Waverly’s conversation with her mother regarding chess strategy suggest about their relationship?

- Students follow along.

Homework

Continue reading your Accountable Independent Reading text 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.

Additionally, reread pages 89–98 (from “I was six when my mother” to “thrown back at my opponent for good measure”) and trace the development of the central idea of expectations on your Central Ideas Tracking Tool. Continue to trace the development of the central idea of identity.
Also for homework, respond briefly in writing to the following question:

What does Waverly’s conversation with her mother regarding chess strategy suggest about their relationship?
# Model Central Ideas Tracking Tool

**Directions:** Identify the central ideas that you encounter throughout the texts in this unit. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

<table>
<thead>
<tr>
<th>Page #</th>
<th>Central Ideas</th>
<th>Notes and Connections</th>
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</thead>
<tbody>
<tr>
<td>Page 89</td>
<td>Identity</td>
<td>Waverly’s mother uses Chinese expressions to teach her daughter “the art of invisible strength,” suggesting that Chinese culture is important to Waverly and her family.</td>
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<tr>
<td>Page 89</td>
<td>Identity</td>
<td>The community of “San Francisco’s Chinatown” shapes Waverly’s identity. She feels she is like “most of the other Chinese children who played in the back alleys of restaurants and curio shops.”</td>
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<tr>
<td>Pages 89–90</td>
<td>Identity</td>
<td>Waverly feels positively about her Chinese identity. She describes the smell of the “fragrant red beans as they were cooked down to pasty sweetness” and the “odor of fried sesame balls and sweet curried chicken crescents” coming from the bakery beneath her apartment. She describes the local park as a safe place, “bordered by wood-slat benches where old-country people sat ... scattering the husks to an impatient gathering of gurgling pigeons.” She is proud of the pharmacist, old Li, who “once cured a woman dying of an ancestral curse that had eluded the best of American doctors.”</td>
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| Page 91 | Identity       | Waverly recognizes that her identity as a member of the Chinese-American community in Chinatown is different from that of the “tourists” who visit. She describes playing a joke on the “Caucasian man with a...
<table>
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<tr>
<th>Page</th>
<th>Identity</th>
<th>Text</th>
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<tr>
<td>91</td>
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<td>big camera” who came to take pictures in front of Hong Sing’s café, based on her knowledge that the man cannot read the Chinese menu.</td>
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<tr>
<td>91</td>
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<td>The name “Waverly Place Jong” reflects the character’s identity as a member of both the Chinese-American community and the American community. Her family name, Jong, reflects her Chinese heritage. Her first name, Waverly Place, reflects her American heritage because it is the name of the street in San Francisco where Waverly lives. In addition, “Waverly Jong” is a name she associates with “important American documents.” Her family does not use this name, though, but instead refers to her as “Meimei,” which means “Little Sister” and identifies her place in her family.</td>
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<td>91</td>
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<td>Waverly is more comfortable with English than her mother and makes a joke because she knows her mother will not understand the term “Chinese torture.” The same joke shows her mother’s pride in her Chinese identity when she tells Waverly, “Chinese people do many things … Not lazy like American people. We do torture. Best torture.”</td>
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<td>92</td>
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<td>Waverly recognizes that Christmas is not part of her Chinese identity when she says that “the only children who thought he was the real thing were too young to know that Santa Claus was not Chinese” and reports that she knows “the only right answer” to the man’s questions about her religious beliefs.</td>
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<td>92</td>
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<td>Waverly understands that her Chinese and American identities sometimes conflict, as when the man playing Santa Claus asks her how old she is and Waverly says, “I thought it was a trick question; I was seven according to the American formula and eight by the Chinese calendar.”</td>
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