Introduction

In this lesson, students begin their exploration of “Two Kinds,” the second chapter-long excerpt from Amy Tan’s *The Joy Luck Club*. Students read pages 132–135 of “Two Kinds” (from “My mother believed you could be anything” to “At last she was beginning to give up hope”), in which Tan introduces the characters of Jing-mei and her mother, and establishes the central conflict between them. Students focus their analysis on how Jing-mei’s interactions with her mother change over the course of the focus excerpt. Student learning is assessed via a Quick Write at the end of the lesson: How does Jing-mei’s attitude toward her mother’s expectations develop Jing-mei’s character?

For homework, students read pages 135–136, and box unfamiliar words and look up their definitions. Additionally, students respond in writing to two focus prompts that ask students to compare Jing-mei’s values to those of her mother.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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<tr>
<td>RL.9-10.3</td>
<td>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.</td>
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<thead>
<tr>
<th>Addressed Standard(s)</th>
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<tr>
<td>W.9-10.9.a</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td></td>
<td>a. Apply grades 9–10 Reading standards to literature (e.g., &quot;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]&quot;).</td>
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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 Jing-mei’s attitude toward her mother’s expectations develop Jing-mei’s character?

High Performance Response(s)

A High Performance Response should:

- Identify what Jing-mei’s mother expects of Jing-mei (e.g., Jing-mei’s mother expects that Jing-mei will become a “prodigy” (p. 132)).

- Analyze how Jing-mei’s attitude towards her mother’s expectations develops her character (e.g., Jing-mei’s attitude toward her mother’s expectations develops her character by suggesting that her own expectations eventually come to differ from those her mother sets for her. Initially, Jing-mei shares her mother’s expectations that she will be a “prodigy” (p. 132) and tries hard to pass her mother’s tests in order to prove that she measures up to the “amazing children” her mother so admires (p. 133). She attempts to name the “capital of Finland,” multiply numbers in her head, and memorize passages from the Bible (p. 134). However, Jing-mei repeatedly fails to pass her mother’s tests. She says that Nairobi is the capital of Finland instead of Helsinki and she can only remember one sentence of the Bible page that she was supposed to memorize (p. 134). Disappointed by her failures, she begins to “hate[] the tests, the raised hopes and failed expectations” (p. 134). She no longer shares her mother’s expectations for her success, and is “angry” at her mother for expecting too much of her (p. 134). Eventually, Jing-mei gives up hope that she will be famous and successful, and tries to make her mother “give up hope” as well (p. 135).)

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- lamented (v.) – mourned for, as a person who is dead
- indignity (n.) – an injury to a person’s dignity
- beyond reproach (prep. phrase) – blameless; faultless
- listlessly (adv.) – in a manner characterized by a lack of interest or energy
Vocabulary to teach (may include direct word work and/or questions)

- None.

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

- *sulk* (v.) – to be angry or upset about something and to refuse to discuss it with other people
- *willful* (adj.) – refusing to change your ideas or opinions or to stop doing something

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
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<tr>
<td>- Standards: RL.9-10.3, W.9-10.9.a</td>
<td></td>
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<tr>
<td>- Text: “Two Kinds” from <em>The Joy Luck Club</em> by Amy Tan, pages 132–135</td>
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<tr>
<td><strong>Learning Sequence:</strong></td>
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<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
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<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
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<tr>
<td>3. Masterful Reading</td>
<td>3. 10%</td>
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<tr>
<td>4. Reading and Discussion</td>
<td>4. 55%</td>
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<tr>
<td>5. Quick Write</td>
<td>5. 15%</td>
</tr>
<tr>
<td>6. Closing</td>
<td>6. 5%</td>
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Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
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<td><strong>Symbol</strong></td>
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<tr>
<td>10%</td>
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<td>no</td>
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<td>symbol</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.9-10.3. In this lesson, students work in small groups to analyze Jing-mei’s interactions with her mother and consider how these interactions evolve over the course of the focus excerpt.

 To avoid confusion, consider explaining to students that although “Two Kinds” is a chapter in the same book as “Rules of the Game,” this chapter is a distinct story focusing on different characters.

 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 Accountable Independent Reading (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 the focus standard to their AIR texts.

 Students (or student pairs) discuss and share how they applied the focus standard to their AIR text from the previous lesson’s homework.

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: lamented, indignity, beyond reproach, and listlessly.

 Differentiation Consideration: Students may also identify the following words: sulk and willful.

Activity 3: Masterful Reading 10%

Have students listen to a masterful reading of pages 132–135 of “Two Kinds” (from “My mother believed you could be anything” to “At last she was beginning to give up hope”).
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 does Jing-mei respond to her mother’s expectations?

**Activity 4: Reading and Discussion**

Instruct students to form groups. Post or project each set of questions below for students to discuss. Instruct students to annotate for character development throughout the reading and discussion, using the code CD.

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

Instruct student groups to read the first three paragraphs of page 132 (from “My mother believed you could be anything” to “There were so many ways for things to get better”) and answer the following questions before sharing out with the class.

**How do Jing-mei’s mother’s expectations of her daughter relate to her expectations of America? Use the word *prodigy* (p. 132) to inform your response.**

- Jing-mei’s mother’s expectation that Jing-mei will become a “prodigy,” or an exceptionally gifted child, is related to her belief that “you could be anything you wanted to be in America” (p. 132), because she expects her daughter to take full advantage of the opportunities for fame and fortune that she believes America offers.

- Students learned the word *prodigy* in 10.1.3 Lesson 3.

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

- **What does Jing-mei’s mother want her daughter to be?**
  - Jing-mei’s mother wants her to be a *prodigy* or a young child with an extraordinary talent or ability (p. 132).

- **What does Jing-mei’s mother believe about America?**
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Jing-mei’s mother believes that “you could be anything you wanted to be in America” (p. 132). According to Jing-mei’s mother, America offers limitless possibilities, from easy home ownership to instant fame and fortune.

Lead a brief whole-class discussion of student responses.

Instruct students to reread pages 132–133 (from “We didn’t immediately pick the right kind of prodigy” to “And then you’ll always be nothing”) and answer the following questions before sharing out with the class.

Why is Shirley Temple not the “right kind of prodigy” (p. 132) for Jing-mei to emulate?

Shirley Temple is not the “right kind of prodigy” for Jing-mei to emulate because Jing-mei is not white and thus Jing-mei cannot achieve the same kind of fame that Shirley Temple has achieved, based on her appearance. Although Jing-mei attempts to copy Shirley Temple’s hair, her mother is disappointed with the results. As Jing-mei describes, “Instead of getting big fat curls, I emerged with an uneven mass of crinkly fuzz” (p. 133).

How does Jing-mei feel about her “Peter Pan” haircut? What might this suggest about Jing-mei’s attitude towards her mother’s expectations?

Student responses should include:

- Jing-mei likes her Peter Pan haircut because it makes her feel “excited” about her “future fame” (p. 133) when she fulfills her mother’s expectations that she become a prodigy.
- Jing-mei’s excited and hopeful attitude towards her new Peter Pan haircut suggests that she shares her mother’s expectations.

Why does Jing-mei try each image of the “prodigy part” of herself “on for size” (p. 133)?

For Jing-mei, “prodigy” is an identity as easily taken off as it is put on. Jing-mei tries the images of a “ballerina girl,” the “Christ child,” and “Cinderella,” “on for size” because she understands the “prodigy part” of herself as a separate identity (p. 133). She slips on her mother’s expectations of “prodigy” like a piece of clothing.

What does Jing-mei’s conversation with the “prodigy part” of herself (p. 133) suggest about how she understands herself?

Student responses may include:

- The prodigy’s warning, “And then you’ll always be nothing,” reveals a central fear Jing-mei has about her identity—if she cannot be the best then she is nothing at all (p. 133).
O Jing-mei’s description of the prodigy as “impatient” suggests that Jing-mei herself is impatient to discover what she is best at (p. 133).

O The fact that Jing-mei is talking to the prodigy as distinct from herself suggests that she does not fully identify with this aspect of herself. Her mother’s expectations make her feel as if she is two different people at once.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read pages 133–135 (from “Every night after dinner, my mother and I would sit” to “At last she was beginning to give up hope”) and answer the following questions before sharing out with the class.

**What does Jing-mei’s response to her mother’s tests suggest about her attitude toward her mother’s expectations?**

- Initially, Jing-mei tries hard to pass her mother’s tests. She attempts to name the “capital of Finland,” multiply numbers in her head, “find[] the queen of hearts in a deck of cards,” stand on her head without using her hands, and predict the daily temperatures of various cities (p. 134). Jing-mei’s willingness to take her mother’s many tests suggests that she still wants to live up to her mother’s expectations. However, as Jing-mei repeatedly fails to pass her mother’s tests, she begins to “hate[] the tests, the raised hopes and failed expectations” (p. 134). Jing-mei feels like “something inside” of her is beginning to “die” because she is disappointing her mother (p. 134).

**What does Jing-mei’s interaction with her own reflection suggest about how she sees herself?**

- When Jing-mei looks at herself in the mirror she cries, makes animal noises, and tries to scratch out the image of her face. This interaction suggests that Jing-mei doesn’t like what she sees in the mirror; she sees herself as “ordinary” and “ugly” and with no potential for growth or change as is evidenced by her reflection, “it would always be this ordinary face” (p. 134).

**How does Jing-mei’s reflection change? How is this transformation reflected in her attitude towards her mother’s expectations?**

- Student responses should include:
  - As Jing-mei continues to look at herself, the “ordinary ... sad, ugly girl” transforms into the “prodigy side” of herself, a girl who is “angry” and “powerful” (p. 134).
  - This visual transformation is connected to Jing-mei’s changing attitude towards her mother’s expectations. Rather than feeling sad about “the raised hopes and failed expectations” of her mother’s tests as she once did, she now feels “angry, powerful” (p. 134).
134), and is determined to not let her mother change her, or make her be something she is not.

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 attitude toward her mother’s expectations develop Jing-mei’s character?**

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 response.

- 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 respond to 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. For homework, instruct students to read pages 135–136 (from “Two or three months had gone by” to “I had to learn how to play it”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context and write a brief definition above or near the word in the text.

Additionally, students should respond briefly in writing to two focus prompts:

**According to Jing-mei’s mother, why is Jing-mei “[n]ot the best” (p. 136)? What might this suggest about the traits that Jing-mei’s mother values?**

**What values does Jing-mei express in her defense of the girl on The Ed Sullivan Show? How do these values compare to those of Jing-mei’s mother?**

- Students follow along.
Homework

Read pages 135–136 (from “Two or three months had gone by” to “I had to learn how to play it” and box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Additionally, respond briefly in writing to two focus prompts:

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What values does Jing-mei express in her defense of the girl on The Ed Sullivan Show? How do these values compare to those of Jing-mei’s mother?