

"Two Kinds"

From the Novel The Joy Luck Club

By Amy Tan



Focus:

Overarching Question:

Does Every Conflict Have a Winner?

Reading Skills

- Using Reference Materials
- Making Predictions-Read Ahead to Verify

Literary Analysis

- Understanding Character

Global Awareness : China

- Location
- Family roles early 20th century
- Chinatown – San Francisco
- Generational Relationships – mother/daughter

Technology Link

- Internet Videos
- Online Assessment
- Global Friends Blog

This Study Packet belongs to:

First Name: _____

Last Name: _____



About the Author

If Amy Tan's mother had gotten her way, Amy would have two professions –doctor and concert pianist. Although Tan showed early promise in music, at thirty-seven she became a successful fiction writer instead. Tan's first novel, *The Joy Luck Club*, drew on her troubled relationship with her mother, who was born in China.

Summary of "Two Kind" by Amy Tan [from the novel *The Joy Luck Club*]

This story is about a conflict between a Chinese woman and her American-born daughter, Jing-mei. The mother wants Jing-mei to be famous. Jing-mei refuses to do what her mother wants. This leads to an argument. Jing-mei realizes that she wants to follow her own path

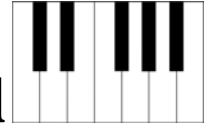
Background for the Story

In 1949, the Communist Party seized control of China, following years of civil war. Like the mother in "Two Kinds," a number of Chinese who feared Communists fled to the United States. Many of them lost everything except their hopes for a better future. They placed these hopes on the shoulders of the children born in the new land. As you read, note how the daughter in "Two Kinds" deals with her mother's expectations.

The 'BIG Question': Does every conflict have a winner?

Parents and children have disagreements about _____
_____.

Building Background



Where in the World is China?

Atlases and Maps

Reference materials provide many kinds of information. These references can help you find facts and details:

- Atlases
- Almanacs
- Encyclopedias
- Internet resources

An **atlas** is a book containing maps of places in the world. **Maps** provide information about the geography, population, and economy of various places. Maps have one or more of these features:

- **legend** or **key** – explains map symbols
- **scale** – shows the relationship between the size of a map and the actual size of the place that the map represents
- **compass rose** – shows directions [north, south, east, west]



Reference Materials

Reference materials contain **visual aids** and **text features** that organize details and highlight important information. To **locate information**, follow these steps:

1. Decide what **type of information** you need.
2. Select a reference. Atlases, maps, and almanacs provide facts. Encyclopedias and Internet resources provide more details.
3. Skim the reference. To **skim a text**, look through it quickly to learn what type of information it contains. Look at visual aids, such as photographs, maps, and charts. read text features, such as headings, subheadings, captions, and highlighted vocabulary.
4. Look for **keywords** that relate to the information you need.

Features in Atlases

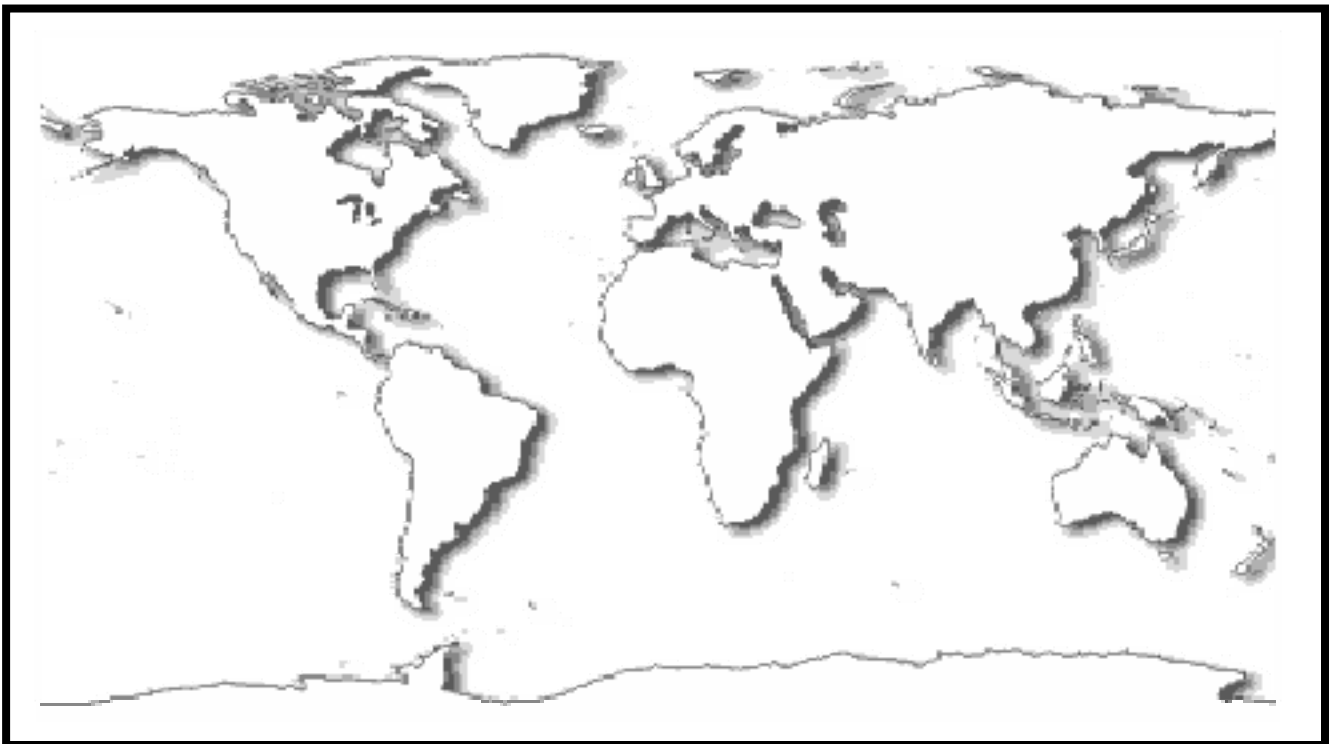
- headings
- bold print
- map keys or legends
- captions for graphs

East Asia: China, Mongolia, and Taiwan

China is the world's third-largest country and its most populous—over one billion people live here. Under its communist government, which came to power in 1949, china has become a major industrial nation, but most o its people still live and work on the land as they have for thousands of years. Taiwan also has a booming economy and exports its products around the world. Mongolia is a vast, remote country with a small population, many of whom are nomads.

Most of China's people live in the eastern part of the country, where climate, landscape and soils are most favorable. Urban areas there house more than 250 million people, but almost 75% of the population lives in villages and farms the land. Taiwan's lowlands are very densely populated. In Mongolia, about 50% of the people live in the countryside.

Directions. Read the information and look at the maps on in your **Pearson Literature Ohio** book, **pages 73 - 74**, to complete the below activities.



<u>Locate this</u> <u>Country</u>	<u>Outline it in</u> <u>this Color</u>	<u>Identify this</u> <u>CITY</u>	<u>Located in this</u> <u>COUNTRY</u>
China	Red	Shanghai	China
Mongolia	Black	San Francisco (California)	USA
Taiwan	Green	Taipei	Tawain
United States	Blue	Wooster (Ohio)	USA

Directions. Fill in the chart below with 3-5 facts/details about each of the Asian countries you read about.

China	Taiwan	Mongolia

Directions. After watching the video about the importance of an education in rural China, answer the following questions.

1. Summarize what you learned about the importance of education in China after watching the video.

2. Give your reaction to what you saw in the video. What did you feel?

Family Roles in 20th Century China

Read the following about the role of the family in China during the early twentieth century. Then complete the chart about the roles of the family in China. [EXCERPT FROM *The Pageant of Chinese History* BY ELIZABETH SEEGER.]

For in China, the family was even more important than it is in our country, and it was very much larger. In our country, a family is usually made up of a father and mother and their children; perhaps one or two of their relatives may live with them, but usually each family has its own house. In China, however, when a man grew up, he did not leave his father's house; he brought his wife home with him, and they lived with his parents in one big household. His brothers did the same thing, so that there were several families living together in the one home. The houses were built around open courtyards, and new houses and new courtyards could be added if they were needed, so that there was room for everyone. No one left the home except the daughters when they married, for then they went to their husbands' homes and lived with their parents-in-law.

The oldest man, usually the grandfather, was the head of the household; he was called the Elder, and no matter how old the sons and the grandsons were, they must respect and obey him, and they could do nothing important without his permission. His wife, the grandmother, had charge of all the housekeeping, and the unmarried daughters and the sons' wives must obey her and serve her. When the Elder died, his oldest son took his place, and the life of the household went on as before. Nothing belonged to any one person, for everything belonged to the family. All that the men raised in the fields or earned by their work was brought home and shared by everyone, and the women did the work of the house together.

When anything important had to be done, the Elder called a family council, and they decided together what they should do. The family arranged the marriages of the sons and daughters, and decided what work the boys should be prepared for; if one of the sons wanted to go to another village or province and make his home there, he must ask the consent of the Elder. This way of living bound them all very closely together, and gave them a strong family feeling.

When the old people died, food and clothing were put in their graves, for it was believed that their spirits went right on living and would need those things. At certain times of the year, food and gifts were offered to them again, so that they would be happy and comfortable in the next world; and the family told them any important events that had happened—the birth of a child, a flood, a drought, a good harvest—just as if they had been alive, and asked their blessing on all that was being done. For if their spirits still lived, would they not be deeply interested in all that went on at home?

The household was a little community, where each one lived for the good of all. It was like a tiny state. That was why it was so important for a king, or for anyone else, to live happily with his family. If he could be obedient and reverent to his parents, and live at peace with his brothers and sisters, and love all his brothers' children nearly as much as his own; if he could live so well that there were no quarrels and no unhappiness in such a big household, then, indeed he was fit to govern a province or a kingdom.

Use the chart below to record information about traditional Chinese beliefs and customs concerning the relationship between parents and children.

Grandfather	Grandmother	Son	Daughter



Explain what the family council is and its importance in Chinese culture:

Vocabulary Warm-Ups

Word	Part of Speech	Definition	Sentence
<u>Assortment</u>	Noun	Collection or variety	Sam chose a <i>Twizzler</i> from the assortment of candy.
<u>Fascinated</u>	Verb	intently interested by something	Chris was fascinated by the novel.
<u>Heaving</u>	Verb	Rising and falling	After lifting the heavy table, her chest was heaving .
<u>Images</u>	Noun	Pictures, ideas, or likenesses of something or someone	Many images came to mind when she thought about the holidays.
<u>Miniature</u>	Adjective	Very small	The dollhouse contained miniature furniture.
<u>Petals</u>	Noun	Colored parts of a flower that are shaped like leaves	The rose petals were a pretty shade of yellow.
<u>Purely</u>	Adverb	Entirely	We met purely by accident.
<u>Prodigy</u>	Noun	A child of unusually high talent	The way she played the piano proved she was a musical prodigy .
<u>Throughout</u>	Adverb	In or during every part of; from start to finish	There was lively conversation throughout dinner.

Apply what you know. Decide whether each statement below is **true or false**.

1. _____ Artists usually do not have many mental **images** when they paint.
2. _____ If you are breathing heavily, your chest may be **heaving**.
3. _____ If a library has a large **assortment** of books, it does not have much to read.
4. _____ *Bored* is the opposite of **fascinated**.
5. _____ An adult can sit comfortably on a **miniature** chair.
6. _____ If you leave a performance early, you will have stayed **throughout** it.
7. _____ If something happens **purely** by design, it was completely planned.
8. _____ Most flowers do not have colorful **petals**.
9. _____ Shirley Temple was an acting child **prodigy** of the 1930s.

Chinatown

Read the following passage. Pay special attention to the bold words. Then read it again, and complete the activities.

Read this column first:

Chinatown, in San Francisco, is one of the largest communities of Chinese Americans and Asian Americans in the United States. Chinese immigrants have been settling there since the 1850s. One of its famous sights is the Gateway to China. Built in the 1970s, the gateway is known **throughout** the world as a symbol of San Francisco's Chinatown.

As you walk along the streets of Chinatown, your senses are bombarded by an **assortment** of smells, sounds, and sights. Flower markets catch the eye. The **petals** of red, yellow, pink, and white flowers create a dazzling splash of color.

Strollers are **fascinated** by the many objects in souvenir shops. **Miniature** statues of animals, paper fans, umbrellas, jade jewelry, and silk dresses are just some of the shops' treasures. Pieces of furniture painted with dragons, butterflies, and flowers are **purely** imaginative works of art.

Complete these Activities:

1. The gateway is a symbol of Chinatown throughout the world. What is another word for throughout? _____

- Use throughout in a sentence:

2. Underline the words that tell what assortment of things bombard the senses.

- What is an assortment?

3. Underline the words that give clues to the meaning of the word petals.

- What is your favorite flower, and what color is its petals?

4. Underline the words that tell what the strollers are fascinated by.

- Define fascinated:

5. Circle the words that tell what kind of miniature objects are sold in the souvenir shops.

- Name some other miniature objects that are sold in stores:

6. What is a synonym for purely?

- Use purely in a sentence:

Many of the buildings in San Francisco's Chinatown are banks or offices. They were built to look like traditional Chinese buildings, however. They bring to mind **images** of Asian culture.

Perhaps most important, visitors breathe deeply of the delicious smells that waft from the restaurants. If you enjoy spicy food, this is the place to find it. If you do not like spicy food, be careful. More than one diner has experienced a **heaving** chest after tasting a bit of red pepper. There is mild food, however. At the end of the meal comes the fortune cookie. The little piece of rolled-up paper inside the cookie may contain a prediction about the future.

Chinatown is also known for its colorful parades, with dancing dragons and fireworks, especially during the Chinese New Year's celebration. San Francisco's Chinatown is an intriguing neighborhood with a population, culture, and history all its own.

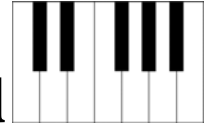
7. Circle the words that tell what images are brought to mind.

- Define images:

8. What food may bring about a diner's heaving chest?

- What does the word heaving mean?

While You Read



Reading Skills

Reading Ahead to Verify Predictions and re-reading to look for details

A **prediction** is an informed guess about what will happen. Use details in the text and your own knowledge and experience to make predictions as you read. Then, **read ahead to verify predictions**, to check whether your predictions are correct.

- As you read, ask yourself whether new details support your predictions. If they do not, revise your predictions based on the new information.
- If the predictions you make turn out to be wrong, **re-read to look for details** you might have missed that would have helped you make a more accurate prediction.

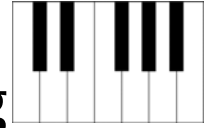
*"Of course you can be a prodigy, too," my mother told me when I was nine.
"You can be the best anything."*

Details in the above passage can help you **predict** that the narrator's mother will encourage her to become a prodigy. You can read further in the story "Two Kinds" to check this prediction.

Directions: READ "TWO KINDS" BY AMY TAN and complete the following chart. If a **prediction** in the second column is correct, write **correct** in the third column. If a prediction is wrong, write **incorrect** in the third column. Then, in the fourth column, describe what does happen, and include a detail that would have allowed an accurate prediction. The first item has been completed as an example.

Detail in "Two Kinds"	Prediction	Verification of Prediction	Event in Selection and Additional Detail
1. The mother wants her daughter to be a "Chinese Shirley Temple."	The daughter will become the Chinese Shirley Temple.	Incorrect	<ul style="list-style-type: none">• The narrator fails at being Shirley Temple.• "We didn't immediately pick the right kind of prodigy."
2. The daughter begins to think thoughts with "won'ts."	The daughter will rebel against her mother.		
3. The narrator must perform a simple piece "that sounded more difficult than it was."	She will perform well.		
4. The daughter sees her mother's offers of the piano "as a sign of forgiveness."	The daughter will take the piano.		

After Reading



Literary Analysis

Characters

A **character** is a person or an animal that takes part in the action of a literary work.

- A **character's motives** are the emotions or goals that drive him or her to act one way or another. Some powerful emotions are love, anger, and hope.
- **Character traits** are the individual qualities that make each character unique. These may be things such as stubbornness, sense of humor, or kindness.

Characters' motives and qualities are important because they influence what characters do and how they interact with other characters. When you read, think about what the characters are like and why they do what they do. For example, consider this passage:

She had come here in 1949 after losing everything in China: her mother and father, her family home, her first husband, and two daughters, twin baby girls. But she never looked back with regret. There were so many ways for things to get better.

The above passage illustrates the mother's character traits: her strength and courage. It also suggests a motive for her actions: She wants things to get better.

A. Directions: After each character's name, write as many adjectives as you can think of that describe that character's traits.

1. **The daughter:** _____

2. **The mother:** _____

B. Directions: Each quotation on the right states or hints at a motive for one of the actions on the left. On the line before each action, write the letter of the quotation that provides the motive.

ACTION

MOTIVE

_____ 1. Daughter wants to become a prodigy.

A. I could sense her anger rising to its breaking point. I anted to see it spill over.

_____ 2. Mother pushes her daughter to be a prodigy.

B. I was filled with a sense that I would soon become *perfect*. My mother and father would adore me.

_____ 3. Daughter refuses to play the piano.

C. I saw the offer as a sign of forgiveness, a tremendous burden removed.

_____ 4. Mother offers her daughter the piano.

D. I won't let her change me, I promised myself. I won't be what I am not.

_____ 5. Daughter begins to resist her mother's efforts to make her a prodigy.

E. "Only ask you be your best. For your sake."

Directions. Complete the following questions. Be prepared to discuss your answers.

1. **Draw Conclusions:** How does the difference in the attitudes of the mother and daughter create problems?

2. **Make a Judgment:** Should the narrator's mother have pushed Jing-mei as she did? Explain.

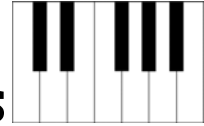
3. **Literary Analysis:** Using the chart below, identify Jing-mei's **character traits**. support your answers with details from the story.

Jing-mei's Character Trait	Detail from Story to Support

4. **Reading Skill:** What **prediction** did you make about how the narrator would perform at the piano recital? Explain why it was accurate or not.



Global Friends



Direction. Answer the following questions. Then put your answers on the Global Friends tab located on our classroom blog [<http://mrsdraudt.edublogs.org>].
Read the responses from our global friends all over the world.

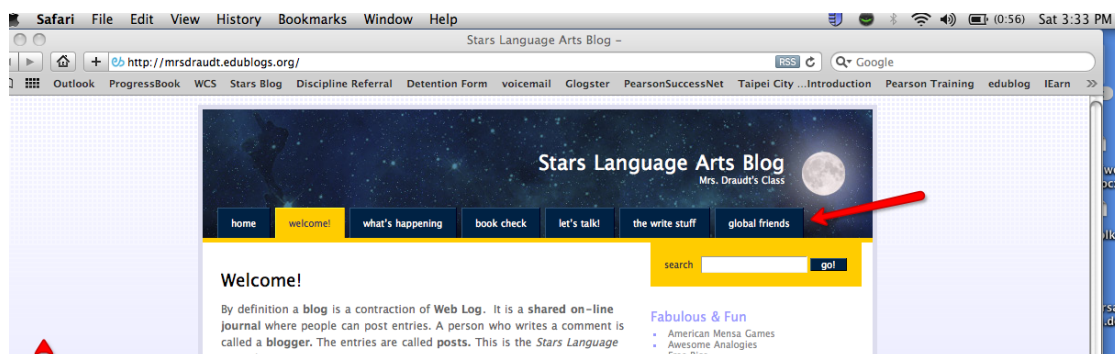
1. Do parents ever pressure their children to achieve? Why do you think so?

2. What are some of the conflicts that parents and children have?

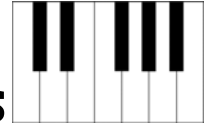
3. Do you feel that people can be anything they want to be?

4. Do all conflicts have winner?

5. Put your answers on our classroom blog under the Global Friends Tab.



Academic Indicators



This unit of instruction will address the following Ohio Department of Education Academic Indicators for Seventh Grade:

Acquisition of Vocabulary

- 7.1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example
- 7.8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- 7.1. Establish and adjust purposes for reading, including to find out, to understand, interpret, enjoy and solve problems
- 7.2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text
- 7.4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
- 7.5. Select, create and use graphic organizers to interpret textual information
- 7.6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media
- 7.7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text

Reading Applications: Informational, Technical and Persuasive Text

- 7.1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information
- 7.5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays

Reading Applications: Literary Text

- 7.1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot

Research

- 7.5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes



Citations

Textbook and Resource Materials

Seeger, Elizabeth. *The Pageant of Chinese History*. Fourth Edition. New York City, New York: David McKay Company, Inc., 1962. 21-22. Print.

Tan, Amy. *The Joy Luck Club*. New York City, New York: G.P. Putnam's Sons, 1989. 132-144. Print.

Wiggins, Grant, Ph.D., et. al.

Prentice Hall Literature – Ohio. 1st ed. Glenview, Illinois: Pearson Education, Inc. 2010. 258- 277 and Unit 2 Resources. Print.

Images

Amy Tan
achievement.org

Amy Tan at piano
achievement.org

Compass rose image:

<http://www.bing.com/images/search?q=compass+rose&FORM=IGRE3#focal=141926619495f4dcbba2c041aa77ba71&furl=http%3a%2f%2fwww.strategichorizons.com%2fthinkabouinvides%2f2005%2fCompass%2520Rose.jpg>

Piano keys

www.cksinfo.com/music/instruments/pianos/page2.html

Lesson Plans



The purpose of this Unit is to expose students to Chinese culture and 21st century technology skills within the framework of ODE English Language Arts indicators for 7th grade. Students will...

1. analyze and respond to literature elements
2. read, comprehend, and analyze short stories
 - reading skill: making predictions
 - reading strategy: re-read and read ahead
 - comprehension.
3. develop vocabulary
4. gain global awareness and understanding of other cultures
5. use technology to improve 21st skills

Lesson One: Where in the World is China?

1. Create a display of the following:
 - The Joy Luck Club Book
 - Several Atlases, almanacs, and encyclopedias
 - Chinese cultural items as available
 - World Map
2. Pass out Student Study Packet and Pearson Literature Book to each student
3. Read aloud Student Study Packet , page 2”
 - About the Author
 - Summary of “Two Kinds”
 - Story Background Information
4. Display of and describe reference materials: atlases, almanacs, encyclopedias
5. Read aloud Student Study Packet, pages 3 – 4 and complete activities, using overhead of map and color code
6. Read Literature Book pages 73-74 & discuss
7. Show video: China – rural schools [<http://vimeo.com/groups/1354/videos/4556091>]
8. Complete chart and summary about what was learned on page 5 of Student Study Packet

Materials needed:

- The Joy Luck Club novel
- Several Atlases, almanacs, encyclopedias
- Chinese cultural items as available for display
- World map for display
- “Two Kinds” Student Study Packet – one for each student
- *Prentice Hall Literature – Ohio*– one for each student
- Green, Blue, Black and Red colored pencils for each student
- Power Point: Family Roles in Twentieth Century China
- Infocus, overhead projector

Lesson Two: Traditional Family Roles in 20th Century China & San Francisco Chinatown in 1940s

1. Read page 5-6 in Student Study packet about family roles and complete chart, using overhead
2. Show YouTube Videos on Chinatown [each about 3 minutes in length; located on classroom blog]
 - YouTube Video on TeaHouse in Chinatown:
http://www.youtube.com/watch?v=ZoaqMbyRse0&feature=channel_page
 - YouTube Video showing streets with Chinese music:
<http://www.bing.com/videos/watch/video/chinatown-san-francisco/65ec33519c6850c07fc465ec33519c6850c07fc4-1512000652199>
 - YouTube Video on Chinatown with Dragons/Street Parade:
<http://www.bing.com/videos/watch/video/chinatown-in-san-francisco/e85d765f80a96eb2a825e85d765f80a96eb2a825-1755596587127>
 - **YouTube Video on Chinatown with teenager narrating (excellent):**
<http://www.bing.com/videos/watch/video/china-town-eating-san-francisco/9db2aec729ee24d7bcfb9db2aec729ee24d7bcfb-1746926044107>
 - **YouTube Video of vintage Chinatown and downtown San Francisco in 1940s (black and white/shows cablecars and people-excellent):**
<http://www.bing.com/videos/watch/video/1941-san-francisco-cable-cars-and-chinatown/1cbcb1b6f29d978762141cbcb1b6f29d97876214-1795669229998>
3. Review Vocabulary Words in “Two Kinds” Student Study Packet, page 7 and go over answers
4. Read aloud the passage “Chinatown” in Student Study Packet, page 8
5. Complete the reading activities about the passage “Chinatown” in “Two Kinds” Student Study Packet, pages 8-9
 - discuss for understanding

Materials Needed

- Students need: “Two Kinds” Student Study Packet
- *Prentice Hall Literature – Ohio book* - one for each student
- Infocus
- Computer with bookmarked YouTube Videos

Lesson Three: “Two Kinds”

1. Complete While You Read information in “Two Kinds” Student Study Packet, page 10
2. Read the story “Two Kinds” by Amy Tan, located on pages 260 – 276 of *Prentice Hall Literature – Ohio book*
 - Each student completes the chart on page 9, using reading skills of reading ahead to verify predictions and re-reading to look for detail
 - What is not done in class is homework

Materials Needed

- Students need: “Two Kinds” Student Study Packet

- Student need: *Prentice Hall Literature – Ohio book*

Lesson Four: Literary Analysis + Understanding Generational Differences

1. Go over the information in the prediction charts completed in Day Three located in "Two Kinds" Student Study Packet, page 10.
2. Complete the After Reading activities re: Literary Analysis – Character located in "Two Kinds" Student Study Packet, pages 11 – 13, and discuss for understanding.
3. Global Friends
 - Students & our Global Friends will blog on our classroom website to the prompts:
 - *Do parents ever pressure their children to achieve? Why do you think so?*
 - *What are some of the conflict that parents and children have?*
 - *Do you feel that people can be anything they want to be?*
 - *Do all conflicts have winners?*
 - Global Friends is a section of classroom blog

Materials Needed

- Students need: "Two Kinds" Student Study Packet
- *Prentice Hall Literature – Ohio book* - one for each student
- Put prompts on Global Friends tab on classroom blog:
<http://mrsdraudt@edublogs.org>

Lesson Five: Assessment

Assess students' comprehension and mastery of the skills by having them answer questions re: critical thinking, reading skills, literary analysis, and vocabulary using online assessment tool

- <http://www.quia.com/profiles/draudt>
- link found on classroom blog: <http://mrsdraudt@edublogs.org>

Materials Needed

- Computer for each student
- teacher created assessment put on Quia site and linked to classroom blog