

Assignment Calendar

Date	Assignment
Monday April 20, 2020	<ul style="list-style-type: none"> • Read Blast: Dreams and Aspirations and respond to the questions that follow
Tuesday April 21, 2020	<ul style="list-style-type: none"> • Read the introduction to <i>Joy Luck Club</i> • As you read, do the following <ul style="list-style-type: none"> ○ Make predictions about the meaning of bolded words ○ Read and annotate the excerpt • Answer think questions 1-3 on page “306” of StudySync <p>Think Questions:</p> <ol style="list-style-type: none"> 1. What does the mother in the excerpt want from her daughter? Cite text evidence to support your answer. 2. Shirley Temple was a famous child movie star in the 1930s. Use details from the text to write two or three sentences about the mother’s efforts to make her daughter into a “Chinese Shirley Temple.” 3. Write two or three sentences about how the daughter’s attitude toward becoming a prodigy changes during the selection. Support your answer with textual evidence.
Wednesday April 22, 2020	<ul style="list-style-type: none"> • Answer Focus Questions 1-5 on page “307” in StudySync Book for <i>Joy Luck Club</i> <p><i>See Joy Luck Focus Questions in text pg. 307 or handout below</i></p>
Thursday April 23, 2020	<ul style="list-style-type: none"> • Complete Informational Text Elements handout for <i>Joy Luck Club</i> below
Friday April 24, 2020	<ul style="list-style-type: none"> • Complete the writing prompt for <i>Joy Luck Club</i> on page “307” in StudySync Book <p>In an essay of 300 words, describe the American Dream that the mother is reaching for and answer this question: Is the mother’s dream of making her daughter into a prodigy worth pursuing? Explain why or why not, supporting your writing with evidence from the text. Use your understanding of complex characters and motivations to describe and evaluate the mother and daughter.</p>
Monday April 27, 2020	<ul style="list-style-type: none"> • Read the introduction to <i>The Voice that Challenged the Nation</i> on page “314” • As you read, do the following <ul style="list-style-type: none"> ○ Make predictions about the meaning of bolded words ○ Highlight and annotate the excerpt • Answer think questions 1-3 on page “” of StudySync Book <ol style="list-style-type: none"> 1. Refer to information in paragraph 3 to support your understanding of why the train trip from Washington, D.C., to Savannah, Georgia, was difficult for Marian Anderson and her

	<p>mother. Cite textual evidence that is directly stated or that you have inferred from clues in the text.</p> <p>2. Use details from the text to write several sentences describing the different ways that people respond to Marian Anderson’s singing.</p> <p>3. Write five sentences describing the type of person that Marian Anderson was in her teenage years. Support your answer with textual evidence.</p>
Tuesday April 28, 2020	<ul style="list-style-type: none"> • Complete Informational Text Elements Handout for <i>The Voice that Challenged the Nation</i> below
Wednesday April 29, 2020	<ul style="list-style-type: none"> • Answer Focus Questions 1-5 on page “318” in StudySync Book for <i>The Voice that Challenged the Nation</i> <p>See page 318 for focus questions or handout below</p>
Thursday April 30, 2020	<ul style="list-style-type: none"> • Complete the writing prompt for <i>The Voice that Challenged the Nation</i> on page “318” in StudySync Book <p>Biographers write about people and the events that influenced them to pursue their dreams. In <i>The Voice That Challenged a Nation</i>, Russell Freedman highlights how events early in Marian Anderson’s life set off a series of events later on—eventually leading to her pursuing her singing career and participating in the Civil Rights Movement. Choose one important event from Marian Anderson’s life, such as her first experience with the “Jim Crow” laws that forced her to ride on a racially segregated train, and think about how it affected her future. Then, use your understanding of informational text elements to analyze how her biographer, Russell Freedman, develops and connects the events in the text to show how they influenced Anderson and her ideas.</p>
Friday May 1, 2020	<ul style="list-style-type: none"> • Read the introduction to <i>The Case of Susan B Anthony</i> on page “324” • As you read, do the following <ul style="list-style-type: none"> ○ Make predictions about the meaning of bolded words ○ Highlight and annotate the excerpt • Answer think questions 1-3 on page “326” of StudySync Book <ol style="list-style-type: none"> 1. According to paragraph 4, on what did Susan B. Anthony and the other women voters base their view “that existing laws . . . [gave] women the right to vote”? Support your answer with evidence from the text. 2. What is Blake’s point of view of the District Attorney in the case against Susan B. Anthony? Cite specific evidence from paragraphs 8 and 9 of her letter to support your response. 3. How does Blake order her events in her letter to the editor? Why do you think she uses this organization and not another to tell the

	<p>story of Susan B. Anthony’s case? Support your answer with textual evidence.</p>
<p>Monday May 4, 2020</p>	<ul style="list-style-type: none"> • Answer Focus Questions 1-5 on page “327” in StudySync Book for <i>The Case of Susan B Anthony</i> <p>See focus questions on pg. 322 or handout below</p>
<p>Tuesday May 5, 2020</p>	<ul style="list-style-type: none"> • Complete the writing prompt for <i>The Case of Susan B Anthony</i> on page “327” in StudySync Book <p>What have you learned about Susan B. Anthony’s case from the letter to the editor? What have you learned about the letter writer, Lillie Devereux Blake? In a brief informative/explanatory essay, explain Blake’s point of view of Susan B. Anthony’s case and the issue of women’s suffrage. How does Blake’s word choice, persuasive rhetoric, and informational text structure help to express her point of view, as well as her purpose for writing the letter? Introduce a strong topic sentence, use transitions, and support your ideas with strong textual evidence, including a conclusion that supports the information you presented.</p>
<p>Wednesday May 6, 2020</p>	<ul style="list-style-type: none"> • Read the introduction to “We Choose to Go to the Moon” speech on page “334” in StudySync Book • As you read, do the following <ul style="list-style-type: none"> ○ Make predictions about the meaning of bolded words ○ Highlight and annotate the excerpt • Answer think questions 1-3 on page “338” of StudySync Book <p>1. According to President Kennedy, what are some of the drawbacks to space travel? Support your answer with textual evidence from paragraphs 3, 8, 16, and 19. 2. Use details from the text to write two or three sentences explaining why President Kennedy believes it is vital for the United States to be the leader in space travel. Support your answer with textual evidence from paragraphs 5 and 6.</p> <p>3. President Kennedy refers to the Soviet Union by name only once in this excerpt. Yet he refers to them indirectly in paragraphs 5 and 13. Based on these indirect references, what can you infer about how Kennedy feels about the Soviet Union? Support your answer with textual evidence.</p>
<p>Thursday May 7, 2020</p>	<ul style="list-style-type: none"> • Answer Focus Questions 1-5 on page “339” in StudySync Book for “We Choose to Go to the Moon” <p>See book pg. 339 or handout for We Choose to go to the Moon below</p>
<p>Friday May 8, 2020</p>	<ul style="list-style-type: none"> • Complete writing prompt for “We Choose to Go to the Moon” on page “339” in StudySync Book / Microsoft Teams

	<ul style="list-style-type: none"> Examine the reasons President Kennedy lists for wanting to send Americans to the moon by the end of the 1960s, and consider his point of view. Based on his speech, what do you think motivates Kennedy’s point of view? What rhetorical strategies does he use most to advance his purpose? Do you find his arguments and rhetoric persuasive? Use evidence from the text to support your answer.
Monday May 11, 2020	<ul style="list-style-type: none"> Read the introduction to <i>Only Daughter</i> on page “308” As you read, do the following <ul style="list-style-type: none"> Make predictions about the meaning of bolded words Highlight and annotate the excerpt Answer think questions 1-3 on page “312” of StudySync Book <ol style="list-style-type: none"> Refer to one or more details from the text to explain how Sandra Cisneros feels about being the only daughter in a family of seven children. Support your response with ideas that are directly stated and ideas that you have inferred from clues in the text. Write two or three sentences explaining how Cisneros’s father felt about her plans to go to college and why he felt that way. What does this tell the reader about him? Support your answer with textual evidence. Write two or three sentences exploring the significance of the father’s response, at the end of the essay, to the story the author had written. Support your answer with textual evidence.
Tuesday May 12, 2020	<ul style="list-style-type: none"> Complete Informational Text Elements Handout for <i>Only Daughter</i> below
Wednesday May 13, 2020	<ul style="list-style-type: none"> Answer Focus Questions 1-5 on page “313” in StudySync Book for <i>Voice Only Daughter</i> or do focus questions below
Thursday May 14, 2020	<ul style="list-style-type: none"> Complete the writing prompt for <i>Only Daughter</i> on page “313” in StudySync Book Cisneros uses the informational text form of an essay to express her thoughts about and memories of her family life. Write a strong paragraph of 200 to 300 words in which you use your understanding of the Cisneros family, the roles of men and women in their culture, the words and actions of the people described, and Cisneros’s own statements to help determine at least one theme that emerges in this passage. Consider which details about Cisneros’s family life are most important to developing this theme in the excerpt.
Friday May 15, 2020	<ul style="list-style-type: none"> Read the introduction to <i>After Being Convicted of Voting in the 1872 Presidential Election</i> on page “319” As you read, do the following <ul style="list-style-type: none"> Make predictions about the meaning of bolded words Highlight and annotate the excerpt

	<ul style="list-style-type: none"> • Answer think questions 1-3 on page “321” of StudySync Book <ol style="list-style-type: none"> 1. Why does Anthony believe that she has been wrongly accused of a crime? Use your own inferences and evidence from the first paragraph of the speech to support your answer. 2. Why does Anthony quote the preamble to the Constitution? Use your own inferences and examples from the text to support your answer. 3. Why does Anthony believe that voting is also a woman’s right? Use inference and examples from the text to support your answer.
Monday May 18, 2020	<ul style="list-style-type: none"> • Complete Informational Text Elements Handout for <i>to After Being Convicted of Voting in the 1872 Presidential Election</i> below
Tuesday May 19, 2020	<ul style="list-style-type: none"> • Answer Focus Questions 1-5 on page”322” in StudySync Book for <i>to After Being Convicted of Voting in the 1872 Presidential Election</i> Answer Focus questions on pg. 322 or do the focus questions on the handout below
Wednesday May 20, 2020	<ul style="list-style-type: none"> • Complete the writing prompt for <i>to After Being Convicted of Voting in the 1872 Presidential Election</i> in StudySync Book You have just finished reading a famous persuasive speech by Susan B. Anthony. In your opinion, what made her argument so convincing? Write a persuasive (or argumentative) speech in which you convince your audience that Susan B. Anthony’s argument builds with each paragraph of her speech. Note how her word choice, especially her use of words with strong connotations and her use of technical language, mainly legal terms, contribute to this forward movement of her argument. Quote passages from the text to support your claims. Provide a concluding statement that follows from and supports the argument you present.
Thursday May 21, 2020	<ul style="list-style-type: none"> • Answer the Driving Question with Textual Evidence from each story read. See handout below or answer online
Friday May 22, 2020	<ul style="list-style-type: none"> • Continue above

Monday April 20

Are some dreams worth more than others?

Directions: Follow the steps below. To receive full credit, you must complete all 4 steps and write in complete sentences.

1. *Read the title and the Driving Question for this Blast.*
2. *Draft your initial response to the Driving Question in the “initial response” section*
3. *Read, highlight and annotate the blast for understanding.*
4. *Use the information provided in the blast to write a revised response to the Driving Question in the “revised response” section.*

___ No. All dreams have the same value.

___ Yes. Hateful dreams have no value. All other dreams have the same value.

___ Yes. Dreams that benefit a community have more value than dreams that benefit just one person. And hateful dreams have no value.

Driving Question:

Initial response:

Blast: Dreams and Aspirations

Driving Question: What Steps do people take do make their dreams a reality?

Wednesday April 22

Directions: Follow the steps below. To receive full credit, you must complete all 4 steps and write in complete sentences and include text evidence.

1. Read *Joy Luck Club*
2. Complete Focus Questions 1-5 in the space provided below. Be sure to include text evidence.

Focus Questions:

1. Explain who the narrator of this selection is. What is her relationship to the daughter in the story? In what way does this relationship influence how the narrator tells the story? Cite text evidence to explain your answers.
2. Why does the mother have such a strong motivation to pursue her dream of success through her daughter? What influence might her past, as described in the third paragraph, have on this goal? Cite text evidence to explain your answers.
3. How do the daughter's motivations change in the last three paragraphs? What event sparks the change? What decision does she make? Cite text evidence to explain your answers.
4. How does the daughter force her mother to stop trying to turn her into a prodigy? What clues in the final paragraph tell the reader how the daughter feels as she is doing this? Cite text evidence to explain your answers.
5. What lesson about being true to oneself does the child learn from this experience? Briefly state this lesson as the author's message or theme for the selection. What conclusion can be made about what makes a dream worth pursuing? Cite text evidence to explain your answers.

Thursday April 23

Directions: Follow the steps below. To receive full credit, you must complete all steps.

1. Read the section below titled “Define”.
2. Read the handout “Informational Text Elements Joy Luck Club”
3. Read the section below titled “Excerpt” and answer the multiple-choice questions at the end.

Define:

An informational text presents readers with information or ideas about real people, places, things, and events. Writers of informational texts provide facts and details related to historical, scientific, and cultural topics. Some writers might also try to persuade you to accept a specific point of view about a subject.

The many types of informational texts include biography, diary, interview, article, report, advertisement, letter, editorial, essay, proposal, and speech. The main elements of the text will vary depending on which type of informational text a writer chooses. For example, consider the different elements found in a news article and a travel essay. A news article may aim to present strictly accurate facts and details about a specific event. It may include eyewitness accounts of what happened, but the writer might omit his or her own ideas and opinions. A travel essay, by contrast, provides the writer’s impressions of landscapes, people, and events encountered during the course of traveling.

Excerpt:

Read this section from Joy Luck Club to analyze how the author presents an event to answer the follow-up questions. Circle the best answer.

First Read: The Joy Luck Club

Read

Excerpt from “Jing-Mei Woo: Two Kinds”

My mother believed you could be anything you wanted to be in America. You could open a restaurant. You could work for the government and get good retirement. You could buy a house with almost no money down. You could become rich. You could become instantly famous.

“Of course you can be **prodigy**, too,” my mother told me when I was nine. “You can be best anything. What does Auntie Lindo know? Her daughter, she is only best tricky.”

America was where all my mother’s hopes lay. 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.

We didn’t immediately pick the right kind of prodigy. At first my mother thought I could be a Chinese Shirley Temple. We’d watch Shirley’s old movies on TV as though they were training films. My mother would poke my arm and say, “Ni kan”—You watch. And I would see Shirley tapping her feet, or singing a sailor song, or pursing her lips into a very round O while saying, “Oh my goodness.”

“Ni kan,” said my mother as Shirley’s eyes flooded with tears. “You already know how. Don’t need talent for crying!”

Soon after my mother got this idea about Shirley Temple, she took me to the beauty training school in the Mission District and put me in the hands of a student who could barely hold the scissors without shaking. Instead of getting big fat curls, I emerged with an uneven mass of crinkly black fuzz. My mother dragged me off to the bathroom and tried to wet down my hair.

“You look like a Negro Chinese,” she lamented, as if I had done this on purpose.

The instructor of the beauty training school had to lop off these soggy clumps to make my hair even again. “Peter Pan is very popular these days” the instructor assured my mother. I now had bad hair the length of a boy’s, with curly bangs that hung at a slant two inches above my eyebrows. I liked the haircut, and it made me actually look forward to my future fame.

In fact, in the beginning I was just as excited as my mother, maybe even more so. I pictured this prodigy part of me as many different images, and I tried each one on for size. I was a dainty ballerina girl standing by the curtain, waiting to hear the music that would send me floating on my tiptoes. I was like the Christ

child lifted out of the straw manger, crying with holy **indignity**. I was Cinderella stepping from her pumpkin carriage with sparkly cartoon music filling the air.

In all of my imaginings I was filled with a sense that I would soon become perfect: My mother and father would adore me. I would be beyond **reproach**. I would never feel the need to sulk, or to clamor for anything. But sometimes the prodigy in me became impatient. "If you don't hurry up and get me out of here, I'm disappearing for good," it warned. "And then you'll always be nothing."

Every night after dinner my mother and I would sit at the Formica topped kitchen table. She would present new tests, taking her examples from stories of amazing children that she read in Ripley's Believe It or Not or Good Housekeeping, Reader's Digest, or any of a dozen other magazines she kept in a pile in our bathroom. My mother got these magazines from people whose houses she cleaned. And since she cleaned many houses each week, we had a great assortment. She would look through them all, searching for stories about remarkable children.

The first night she brought out a story about a three-year-old boy who knew the capitals of all the states and even most of the European countries. A teacher was quoted as saying that the little boy could also pronounce the names of the foreign cities correctly. "What's the capital of Finland?" my mother asked me, looking at the story.

All I knew was the capital of California, because Sacramento was the name of the street we lived on in Chinatown. "Nairobi!" I guessed, saying the most foreign word I could think of. She checked to see if that might be one way to pronounce Helsinki before showing me the answer.

The tests got harder -multiplying numbers in my head, finding the queen of hearts in a deck of cards, trying to stand on my head without using my hands, predicting the daily temperatures in Los Angeles, New York, and London. One night I had to look at a page from the Bible for three minutes and then report everything I could remember. "Now Jehoshaphat had riches and honor in **abundance** and...that's all I remember, Ma," I said.

And after seeing, once again, my mother's disappointed face, something inside me began to die. I hated the tests, the raised hopes and failed expectations. Before going to bed that night I looked in the mirror above the bathroom sink, and I saw only my face staring back -and understood that it would always be this ordinary face -I began to cry. Such a sad, ugly girl! I made high -pitched noises like a crazed animal, trying to scratch out the face in the mirror.

And then I saw what seemed to be the prodigy side of me -a face I had never seen before. I looked at my reflection, blinking so that I could see more clearly. The girl staring back at me was angry, powerful. She and I were the same. I had new thoughts, willful thoughts -or, rather, thoughts filled with lots of won'ts. I won't let her change me, I promised myself. I won't be what I'm not.

So now when my mother presented her tests, I performed **listlessly**, my head propped on one arm. I

pretended to be bored. And I was. I got so bored that I started counting the bellows of the foghorns out on the bay while my mother drilled me in other areas. The sound was comforting and reminded me of the cow jumping over the moon. And the next day I played a game with myself, seeing if my mother would give up on me before eight bellows. After a while I usually counted only one bellow, maybe two at most. At last she was beginning to give up hope.

Excerpted from *The Joy Luck Club* by Amy Tan, published by the Penguin Group.

Annotations

Character - The Joy Luck Club

Your Turn

Read this section from *The Joy Luck Club* to determine the main character's motivation and answer the follow-up questions.

So now when my mother presented her tests, I performed listlessly, my head propped on one arm. I pretended to be bored. And I was. I got so bored that I started counting the bellows of the foghorns out on the bay while my mother drilled me in other areas. The sound was comforting and reminded me of the cow jumping over the moon. And the next day I played a game with myself, seeing if my mother would give up on me before eight bellows. After a while I usually counted only one bellow, maybe two at most. At last she was beginning to give up hope.

CA-CCSS:  [CA.RL.9-10.3](#)

Part A

What new aspect of the child's character motivates her actions?

- A. illness that makes her lack energy
- B. self-confidence to resist her mother's demands
- C. imagination and her ability to invent games
- D. a vindictive desire to hurt her mother's feelings

Part B

Which sentence from the passage supports your answer?

- A. "I performed listlessly, my head propped on one arm."
- B. "I pretended to be bored. And I was."
- C. "The sound was comforting and reminded me of the cow jumping over the moon."
- D. "And the next day I played a game with myself, seeing if my mother would give up on me before eight bellows."

Character - The Joy Luck Club

Model

Identification and Application:

- To analyze a complex character in a work of literature:
 - Determine which character or characters are complex. Complex characters have more than one motivation, or reason, for their actions. Their motivations often change over a period of time and may conflict with their other motivations or the motivations of other characters.
 - Analyze how complex characters interact with other characters in a story, in order to advance the plot or develop the theme.

Model:

Authors construct characters through description, dialogue, and situations that reveal their **motivations**, or the feelings and beliefs behind their actions. In this excerpt from *The Joy Luck Club*, the grown-up daughter is the narrator recalling and retelling events from her childhood. She reveals how her motivation to be discovered as a prodigy was very different from her immigrant mother's desire for the same thing. Notice how the narrator describes her motivations as a child:

In fact, in the beginning **I was just as excited as my mother**, maybe even more so. I pictured this prodigy part of me as many different images, and I tried each one on for size. I was a dainty ballerina girl standing by the curtain, waiting to hear the music that would send me floating on my tiptoes. I was like the Christ child lifted out of the straw manger, crying with holy indignity. I was Cinderella stepping from her pumpkin carriage with sparkly cartoon music filling the air.

In all of my imaginings **I was filled with a sense that I would soon become perfect: My mother and father would adore me. I would be beyond reproach.**


In the first paragraph, the narrator reveals the child's thoughts about being a prodigy. The child imagines herself in various prestigious roles: as a ballerina, as the Christ child in the manger, and as Cinderella at the ball. Each of these images comes from the limited experience of the child. But it is her feelings about these images that truly reveal her motivation to be a prodigy: She wants to be perfect so that her mother and father will "adore" her and not get angry or criticize her. This motivation makes sense for an insecure nine-year-old girl.

Later, the child rebels against her mother's dream of making her into a prodigy. In the following paragraph, readers see the motivation for her rebellion and what she discovers about herself as a result.

And after seeing, once again, **my mother's disappointed face, something inside me began to die. I hated the tests, the raised hopes and failed expectations.** Before going to bed that night I looked in the mirror above the bathroom sink, and I saw only my face staring back—and understood that it

would always be this ordinary face—I began to cry. Such a sad, ugly girl! I made high-pitched noises like a crazed animal, trying to scratch out the face in the mirror. And then **I saw what seemed to be the prodigy side of me**—a face I had never seen before. I looked at my reflection, blinking so that I could see more clearly. The girl staring back at me was **angry, powerful**. She and I were the same. I had new thoughts, willful thoughts—or, rather, thoughts filled with lots of won'ts. **I won't let her change me**, I promised myself. **I won't be what I'm not**.

The reader can infer that this decision changes the child's interactions with the mother and reveals a new motivation: to be herself.

CA-CCSS:  [CA.RL.9-10.3](#)