

## 10.1.3

## Lesson 3

## Introduction

In this lesson, students continue their exploration of “Rules of the Game” as they read the passage from “I watched Vincent and Winston play during Christmas week” through “thrown back at my opponent for good measure” (pp. 93–98). In this excerpt, Waverly begins to play chess competitively and gains notoriety in her community.

Students build upon their analysis of Waverly’s character development as they explore the relationship between her outward success in chess competitions, and her inner thoughts and feelings. Guided by a series of questions, students consider Waverly’s interactions with her mother and make inferences about the shifting familial and social expectations placed on her. The assessment is an Evidence Collection Tool which students use to collect evidence and analyze the text to answer the following prompt: How do interactions between Waverly and her mother develop a central idea of the text?

For homework, students continue to read their AIR texts. Additionally, students preview the next lesson’s text and annotate according to established protocols.

## 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)	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.3	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.

W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Assessment

Assessment(s)
<p>The learning in this lesson is captured on the Game Evidence Collection Tool, which prompts students to collect key details and begin to make connections in order to answer the following question:</p> <ul style="list-style-type: none"> <li>• How do interactions between Waverly and her mother develop a central idea of the text?</li> </ul> <p>① This process of selecting and analyzing key details on the Game Evidence Collection Tool encourages students to build skills around developing a topic with well-chosen and specific details and quotations (W.9-10.2.b). Students will call upon these skills in their formal written work later in the unit.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Demonstrate thoughtfulness in choice of details.</li> <li>• Include a connecting statement that is clear and follows from the details chosen.</li> </ul> <p>See the Model Game Evidence Collection Tool for an example of a High Performance Response.</p>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>• ancestral (adj.) – descended or claimed from ancestors</li> <li>• pawn (n.) – chess piece of lowest value</li> <li>• adversaries (n.) – people or forces that oppose or attack; enemies</li> <li>• Hopalong Cassidy (n.) – fictional cowboy, popular in the 1950s</li> <li>• benevolently (adv.) – characterized by or expressing goodwill or kindly feelings</li> </ul>

<ul style="list-style-type: none"> <li>• Tao (n.) – a Chinese philosophy of truth</li> <li>• Bobby Fisher (n.) – youngest ever chess grandmaster, famous in the 1960s</li> <li>• malodorous (adj.) – having an unpleasant or offensive odor; smelling bad</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• humility (n.) – the quality or condition of being humble</li> <li>• prodigy (n.) – a person, especially a child, of extraordinary talent or ability</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.2, RL.9-10.1, RL.9-10.3, W.9-10.2.b, L.9-10.5</li> <li>• Text: <i>The Joy Luck Club</i> “Rules of the Game” (pp. 93–98)</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Pages 93–98 Reading and Discussion</li> <li>4. Evidence Collection Activity</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 45%</li> <li>4. 35%</li> <li>5. 5%</li> </ol>

## Materials

- Copies of the Game Evidence Collection Tool for each student

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RL.9-10.2. In this lesson, students use an Evidence Collection Tool to collect and organize their observations as they continue to build skills around analyzing the development of character and the central idea through language choice and key details.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to form pairs and briefly discuss their responses to the homework prompt: How does the relationship between Waverly's thoughts and actions compare to the relationship between her mother's actions and thoughts?

- ▶ Student pairs discuss the homework.
- 🗨️ Waverly's mother knows what she believes or thinks, but when she is polite in public it is more out of pride or respect for the people around her; in private she is very candid and does not hold back. Waverly says or does what she needs to in order to get the result she wants; her mother says or does what she thinks is respectful, but asserts her true feelings once at home.

## Activity 3: Pages 93–98 Reading and Discussion

45%

Introduce the Game Evidence Collection Tool assessment (How do interactions between Waverly and her mother develop a central idea of the text?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

① [Display the Game Evidence Collection Tool assessment prompt for students to see.](#)

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Pair students; students will remain in these pairs for the remainder of the lesson, except for independent written work. Instruct students to read aloud in their pairs from "I watched Vincent and Winston play during Christmas week" through "thrown back at my opponent for good measure" (pp. 93–98).

Display or provide the definitions for the following vocabulary words to support student reading: *ancestral*, *pawn*, *adversaries*, *Hopalong Cassidy*, *benevolently*, *Tao*, *Bobby Fisher*, and *malodorous*.

Instruct students to discuss the following questions in pairs.

**Give a brief definition of *prodigy* (p. 97) in your own words.**

① Asking students to generate this vocabulary definition not only reinforces the vocabulary, but also sets students up to consider Waverly as a prodigy in the excerpt they are about to read.

☞ A *prodigy* is a highly talented person, probably a child, who excels at a specific task or skill.

**How does the term *prodigy* apply to Waverly?**

- ☞ She is a prodigy because she started out not knowing anything about chess but quickly became a chess champion.
- ☞ She is a prodigy because she plays against much older opponents and wins.
- ☞ She is a prodigy because she learned so quickly or because chess comes so naturally to her.

Lead a brief discussion of student observations.

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Instruct students to read in their pairs from “I watched Vincent and Winston play during Christmas week” through “trying to absorb the power each contained” (pp. 93–94).

Display the following question:

**What might Waverly’s description of her mother’s understanding of chess and the rulebook reveal about Waverly’s mother?**

- ☞ When Waverly describes her mother as “seeming to search deliberately for nothing in particular” (p. 94) and “not reading the foreign English symbols” (p. 94), she reveals that her mother may not know how to read English or may not understand the rules of chess.

Instruct students to read in their pairs from “I learned about opening moves and why it’s important” through “roaming the streets after school in their Hopalong Cassidy cowboy hats” (pp. 94–95). Display the following questions:

**What might Waverly’s love for chess reveal about what she values?**

- ☞ Waverly “loved the secrets” (p. 95) of the game. This is connected to Waverly’s assertion that “the power of chess” “is a game of secrets” (p. 95), and infers that Waverly loves the power she feels when she is playing chess.

Instruct students to read from “On a cold spring afternoon, while walking home from school” through “with a triumphant smile thrown back at my opponent for good measure” (pp. 95–98). Display the following questions:

**According to Waverly’s mother, what is “proper Chinese humility” (p. 96)?**

- ☞ “Proper Chinese humility” (p. 96) is saying the polite thing, even if it is not what you really think. Waverly’s mother is humble in public, telling people who admire Waverly’s chess skills that “is luck” to show “proper...humility” (p. 96).

**How does the repetition of Waverly’s mother’s phrase “is luck” (p. 96) change in context?**

- ☞ The first time this phrase is used it is to show “proper Chinese humility” (p. 96). The second time it is used it is in reference to a gift from mother to daughter. Waverly worked really hard to get good at chess, reading and practicing. She probably would not think it was “luck.”
- ① This question prompts students to consider the nuanced meanings of “luck” in this text, as it is used repeatedly in different contexts and with different implications throughout this chapter (L.9-10.5).

**How does Waverly get her mother to allow her to play in a tournament?**

- ☞ Waverly “bit back [her] tongue” (p. 96) to avoid showing her mother how much she really wants to go to the tournament, just like she did at the beginning of the chapter to get the candy she wanted. Waverly speaks with “proper Chinese humility” (p. 96) when she says she doesn’t want to go to the tournament and criticizes the “American rules” (p. 96) just like her mother did on page 94. Her humility makes her mother think Waverly should go. Waverly strategically uses her mother’s own rules to get what she wants.

**How does the advice the wind gives to Waverly compare to her mother’s advice?**

- ☞ The wind gives Waverly similar advice to what her mother gave her at the beginning of the chapter: “blow from the South” (p. 96). It tells her to wait for the right moment to strike. It gives her strategies to win through imagery of wind and strength.
- ① **Differentiation Consideration:** Consider posing the following extension question to enrich students’ understanding of the text:

**What might Waverly’s success represent to the Chinatown community?**

- ☞ The community views Waverly as a champion. She gets lots of special attention, like a cake in the window of the bakery (p. 97). Waverly represents the community’s pride. They want to invest in her to remind themselves of their own ability to succeed.

Lead a brief full-class discussion of student observations.

## Activity 4: Evidence Collection Tool

35%

Distribute copies of the Game Evidence Collection Tool, and display a copy that has the purpose and question filled in. Read through the directions with students and answer any questions they may have. Explain that the purpose of this activity is to analyze how complex characters interact with other characters and advance the plot or develop the central idea, using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. Instruct students to copy this into the “Purpose” box on their tool.

Instruct students to copy the following prompt into the “Question” box on their tool and then begin using the tool to gather and analyze evidence.

### How do interactions between Waverly and her mother develop a central idea of the text?

- ① It may be helpful to encourage students to collect all related details and record them separately, then consider the three or four most relevant and important details to connect.
  - ▶ Students complete the Game Evidence Collection Tool.
- ① Consider allowing students to complete the evidence collection in pairs, though students should complete their response to the prompt independently for assessment.
  - 🗨 See the Model Game Evidence Collection Tool for student responses.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview the next lesson’s text from “I no longer played in the alley of Waverly Place” through “I closed my eyes and pondered my next move” (pp. 98–101). Instruct students to annotate this passage according to the protocols established in 10.1.1 Lesson 1.

Provide students with definitions to the following vocabulary words to support their reading of the next lesson’s text:

- vain (adj.) – ineffectual or unsuccessful
- plane (n.) – a flat or level surface

Additionally, instruct students to continue reading their AIR text through the lens of focus standard RL.9-10.5 or RI.9-10.5. Students should come prepared for a 3–5 minute discussion at the beginning of the next lesson based on that focus standard.

Finally, students may finish the Game Evidence Collection Tool for homework if they have not finished it in class.

- ▶ Students follow along.

## Homework

Preview the next lesson’s text from “I no longer played in the alley of Waverly Place” through “I closed my eyes and pondered my next move” (pp. 98–101). Annotate this passage according to established protocols.

Additionally, continue with your AIR through the lens of focus standard RL.9-10.5 or RI.9-10.5. Come prepared for a 3–5 minute discussion at the beginning of the next lesson based on your focus standard.

Finally, finish your Game Evidence Collection Tool if you did not finish it in class.

## Game Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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*“...one must gather invisible strengths and see the endgame before the game begins.”*

**Directions:** Collect details from the text that can help you to respond to the question below. Analyze these details then write a statement that connects all three.

<b>Purpose:</b>		
<b>Question:</b>		
<b>Key Details</b>	<b>Key Details</b>	<b>Key Details</b>
<b>Analysis</b>	<b>Analysis</b>	<b>Analysis</b>
<b>Connections</b>		

## Model Game Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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*“...one must gather invisible strengths and see the endgame before the game begins.”*

**Directions:** Collect details from the text that can help you to respond to the question below. Analyze these details then write a statement that connects all three.

<p><b>Purpose:</b> Analyze how complex characters interact with other characters to advance the plot or develop the central idea, using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.</p> <p><b>Question:</b> How do interactions between Waverly and her mother develop a central idea of the text?</p>		
<b>Key Details</b>	<b>Key Details</b>	<b>Key Details</b>
<p>“‘Better to lose less, see if you really need.’ At the next tournament, I won again, but it was my mother who wore the triumphant grin” (p. 97).</p>	<p>“That’s when my mother decided I no longer had to do the dishes...‘Is new American rules,’ said my mother” (p. 97).</p>	<p>“...my elbows poised lightly on the table in the manner my mother had shown me for posing for the press” (p. 98).</p>
<b>Analysis</b>	<b>Analysis</b>	<b>Analysis</b>
<p>Waverly’s mother is always thinking ahead and gathering strengths for the “endgame.” She is thinking past the immediate tournaments and preparing Waverly’s image and free time to be ready to take on more and more tournaments and games. Her mother is skillful in playing the “game” in her own way.</p>	<p>Her mother is looking ahead to see the value in her daughter playing chess and preemptively taking away other responsibilities so she can focus on chess only.</p>	<p>Her mother is savvy about media attention and outward appearances. She is thinking ahead about how Waverly’s image will influence her opportunities down the line.</p>
<b>Connections</b>		
<p>The interactions between Waverly and her mother show that her mother still has strong expectations of the way Waverly should behave and what she should accomplish. They are still playing a competitive game with one another.</p>		