

Template for Designing a Text Assignment

Text name: SO FAR FROM THE BAMBOO GROVE (Created by Quantico High School)

Objectives for this text: Students will

- Understand the basic historical conflicts between the Japanese and Koreans
- Understand basic literary concepts such as setting, conflict, mood and autobiography
- Understand the variety of vocabulary, to include foreign words, which are in the story
- Understand the struggles of the author and relate to their own lives in learning to overcome conflicts/struggles

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • look at text structure • anticipate assumptions 	<p>Ask students, "how have you overcome struggles in your life?" What gave you the resources to survive "tough times." What are the characteristics of a strong person?</p> <p>Present class with a brief historical description of the hatred between these two Asian nations. Use maps to reinforce this discussion.</p> <p>Look at the cover of the book and ask what it might suggest to them. What does the title suggest? Make a few predictions and save for closure to see how close they are with their interpretations.</p> <p>Scan the book. How is it different from others you might have read. Make a comparison to a textbook or newspapers, magazines. Does the book suggest any type of particular genre to you.</p> <p>Formulate a discussion of their assumptions of Asian peoples("are they all the same?") What about their types of dress, eating and educational values. How are these peoples alike or different from <u>us</u>?</p>
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it 	<p>Through the use of paired fluency or class reading, assist the class as they pass through each chapter in terms of vocabulary, mood, setting and characters. "Flesh out" the characters, noting their strengths/weaknesses.</p>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

<ul style="list-style-type: none"> • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<p>Constantly check on vocabulary through asking students if they understand a word or its usage. Use of word questioning and "words in context". As an assist, take several words each class and have them write a sentence or two indicating that they have a better understanding of the vocabulary.</p> <p>The story is about a family and its ejection from a hostile environment and the growth of the author as the novel progresses. Look for conflicts and their eventual resolutions throughout the novel.</p> <p>Since this story is a part of a "life journey", ask students to continually reflect on their own travels through life. How have they struggled? What sort of life circumstances have conspired to make their life more difficult. Compare their struggles to that of the author. Since these are military children, ask them to share experiences of being the "new kid in the class." What has that been like for each of them.</p> <p>As each chapter passes, ask one or all of these students to verbally summarize(using the techniques presented in our packet) the chapter in their own words. The keeping of a log/journal would be most appropriate in practicing these techniques and will also enhance their writing capabilities.</p>
<p style="text-align: center;">BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move "beyond" the text • graphically organize the text's ideas • evaluate a text's or author's argument 	<p>This story provides each student with the opportunity to reflect on their own life in terms of fate, family conflict, loss of a "home", sudden interruption of their sense of normality, being the "new kid" in class, etc. Each of these topics can be reflected and written upon in class following a chapter.</p> <p>Through the use of any form of diagram, compare and contrast the struggles of the author with their own.</p> <p>In either a class discussion(variation of a literary circle?) evaluate what the author has presented us with and whether or not you are able to draw valid comparisons in your own lives.</p>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

<ul style="list-style-type: none"> • apply the information 	<p>This story truly presents the military child with an opportunity to reflect upon their own life experiences. How has each one of them struggled in life? What has been their "life journey" up until this point in time? How have they overcome difficulties and family conflicts? Has any one of them grown closer to a family member through struggle?</p> <p>Having seen the cruelty that other students applied towards the author, might our own students be a bit kinder when the next new student walks into their school/class?</p>
<ul style="list-style-type: none"> • connect to other texts 	<p>An excellent short story to use for this level of student is <i>CRANES</i> by Hwang Sunwon found in the McDougall-Littell 10th grade literature anthology.</p>

Standards this lesson addresses: