

Template for Designing a Text Assignment

Text name: So Far From the Bamboo Grove (Ramstein High School)

Objectives for this text: Students will

- Identify the pre-war actions of the Japanese that led to control of Manchuria and Korea
- Learn how to say "hello" and "thank you" in both Japanese and Korea with appropriate body language
- Draw comparisons between the girls' journey from Korea to Japan and the journey of growing-up.
- Use the "Important Stuff" recording sheets throughout the story.

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/pre-read • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<ol style="list-style-type: none"> 1. Discuss pre-WWII Japanese aggression in the Pacific—specifically their control of Manchuria and Korea. 2. Learn how to say "hello" and "thank you" in Japanese and Korean with appropriate body language. Discuss the bare bones of Japanese culture as it pertains to the girls and time period. 3. Define "hardship" and how people react to it. Relate a story—either personal or from the news to illustrate hardship. 4. Discuss the use of the recording sheets to keep track of setting, plot, vocabulary, character development and questions.
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<ol style="list-style-type: none"> 1. Discuss the story in the normal way. We usually <ol style="list-style-type: none"> A. summarize the section—what happened? B. Identify important aspects of the section—was there important character development/, question—why did this happen?, reaction—feelings of characters that might have been revealed, your feelings or how you think the character felt, predict—what could be the possible impact on the story of these events. C. Nuts and bolts—using recording sheets (see note at the end) Any words to know—how can we determine meaning, character development—what did each character do in this section, plot development—who did what to whom and why,

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

	<ol style="list-style-type: none"> 2. At the end of each discussion period students are allowed to work together to compare, discuss or change information on the sheets. 3. As a summary activity-discuss the ways in which the girls tried to make their lives "routine" or "normal" in the middle of adversity. Also discuss "personal sacrifice" and show examples from the story. 4. Please note: by the end of the novel the students have extensive notes on the recording sheets. We use those notes to summarize each character, etc.
<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 • compare/contrast ideas • connect to other texts • apply the information 	<ol style="list-style-type: none"> 1. Your base is being evacuated because of a threat. You have 2 hours to pack and you must plan to be self-sustaining for 2 days. You may take a backpack and one suitcase. What should you take with you-food, clothing, etc. Remember you have to <i>CARRY</i> this stuff yourself. 2. Have you ever lived through a time in your life that was very difficult? Describe your reaction to it. 3. Have you ever looked back at an incident in your life and wondered how you "got through it"? Describe and tell why. 4. What part of the story made you stop and think or caused a reaction in you. Describe the incident and how you felt or reacted to it. 5. Other Stories: <i>Girl With White Flag</i> by Tomiko Higa. An account of a young girl at the end of WWII on Okinawa. <p>***Recording sheets. These are sheets that I made up for kids to use. I based them on the "active reading" idea, but felt it was a way for kids to summarize on lots of little notes on one sheet of paper. I trained the kids to write on the stories (I Xeroxed the first couple so they could make notes) and then how to transfer to the sheet. Most kids now rely on their NOTES rather than the text for discussion.</p> <p>The sheets are: Words to Know, Plot Thickener, Character Tracker, Setting Situations, and I Don't Get It. They are pretty self-explanatory. The "I Don't Get It" sheet is for questions they have while they are reading. I give them the sheets with lines already drawn on them. I have stacks available in the room. My lab kids are "stealing" them to use in their regular English classes.</p>

Standards this lesson addresses: E5A. 3,5,6,11

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