

# Unit 7A: Red Scarf Girl & Narrative



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# Red Scarf Girl & Narrative

This unit starts by challenging you to write about your own experience. You'll learn how to zoom in on the details that make even your most boring experiences something worth reading about; how to choose the verbs that capture just the way he mashed up his food, or she mumbled through her answer, or they stomped down the street; and how to use all your senses to make real for your reader just the way things felt for you.

Then you'll read someone else's account of her experience when she was about your age—but growing up in the middle of China's Cultural Revolution. You'll see and hear and even act out what her life was like—and discover for yourself how Ji-li's world turned upside down.

## Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

## Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
  - a. Read loudly and slowly.
  - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
  - a. Wait until the reader has finished to respond.
  - b. Using the Response Starters, tell the reader which details made an impact on you.

## Response Starters

1. I liked when you used the word \_\_\_\_\_ because \_\_\_\_\_.
2. You created a clear picture of \_\_\_\_\_ when you wrote \_\_\_\_\_.
3. When you wrote \_\_\_\_\_, it helped me see that \_\_\_\_\_.

## Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 7A, Sub-Unit 2

## Get Started



Let's talk about you, shall we? Remember the incredible tension you felt when somebody passed you the ball during those final seconds of the basketball game? What about the flash of joy you felt when you figured out the one math problem that was driving you crazy? At the time, the details from that experience probably slipped right by as you moved on to the next thing. Now, given a little focus, these are exactly the details and the moments that can make your audience laugh, gasp, and maybe even cry a little bit. All you need to do is take a deep breath, focus, and write about what grabbed your attention.



## Unit 7A, Sub-Unit 2: Get Started

### LESSON 1 OVERVIEW

You do you best! So get ready to be the best at communicating your unique viewpoint—even when that viewpoint is disgust!

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 1 An Introduction to Writing

1. What was the last food you ate that was really disgusting?

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2. In 3–4 sentences, describe the last time you ate this food and explain why you didn't like it. Use details to help the reader understand what made the food so disgusting.

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3. Did the person in the photo above just eat something she found delicious or disgusting?

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4. List 3 specific details from the photograph that show what she's feeling.

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LESSON 1 An Introduction to Writing

5. Picture yourself eating the most disgusting food you've ever tasted.

- How does the food smell or taste? \_\_\_\_\_  
\_\_\_\_\_
- What do you look or feel like? \_\_\_\_\_  
\_\_\_\_\_
- What do you do or say? \_\_\_\_\_  
\_\_\_\_\_

6. Write 5 details from your memory that show just how disgusted you were. You will use these in your writing today.

- Detail #1 \_\_\_\_\_.
- Detail #2 \_\_\_\_\_.
- Detail #3 \_\_\_\_\_.
- Detail #4 \_\_\_\_\_.
- Detail #5 \_\_\_\_\_.

**LESSON 1** Writing Prompt

Describe a moment when you ate a disgusting food. Use specific details to help your reader imagine how the food looked, tasted, and smelled—and what your face looked like when you ate it.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 2 OVERVIEW

That first time you ran a mile, was it “I breezed around the track, like my feet were wings” or “I could barely breathe and my feet were lead”? What are the precise observations that reveal your perspective?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 2 A Community of Writers: Giving and Getting Feedback

1. Read the sample writing passage below:

#### 7th Grade Mile Run

“One more lap to go!” I barely heard the words of Ms. Strauss over the sound of my desperate breathing and my legs screaming “Stop!” “Stop!” “Stop!” to my numb brain. Kids whizzed by me barely sweating, looking like they run all the time, looking like their shoes have rocket boosters. Meanwhile, the bones in my feet must have turned into some kind of rock, because it became impossible to lift them more than two inches off the track. I was not running; I was doing a zombie shuffle. “What would happen if my pounding heart actually bursts through my chest?” I wondered. “Would I still have to finish the required one mile run?”

2. What is the writer’s point of view toward running one mile?

\_\_\_ This is a piece of cake.

\_\_\_ I’m not sure I will survive.

3. Provide one vivid detail the writer used to develop this point of view in each space below.

- Sensory details: How something (or someone) looks, sounds, smells, tastes, or feels

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- Actions: What someone (or something) does

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- Dialogue: What someone says

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## Unit 7A, Sub-Unit 2: Get Started

# LESSON 2 A Community of Writers: Giving and Getting Feedback

### Writing Time Expectations:

4. Think about the things that usually keep you from getting your work done. Which of the following distracts you the most?

- Talking with your friends
- Getting up to do something like get a drink of water.
- Stopping work before time is up
- Asking the teacher questions—instead of figuring out what to do on your own
- Surfing the Internet
- Other

5. Why does it get in your way?

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## LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you remember learning to ride a bicycle.
- you remember learning how to swim.
- you have ever learned to do a trick that you couldn't do before.
- you've ever seen someone else do something that you wanted to learn to do.

**LESSON 2** Writing Prompt

Describe in detail one brief moment when you were finally able to do something you'd never been able to do before.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

**Rules for Writing Prompts**

- 1. Write for 10 minutes
- 2. Focus on one idea
- 3. Use and describe evidence to support your idea

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LESSON 2 Writing Prompt

Sharing Expectations

4. Review the Response Starters and think about what makes a good response during Sharing.

5. Order the following student sharing responses that are the most helpful to the writer on a scale of 1–5, with the most helpful at 1.

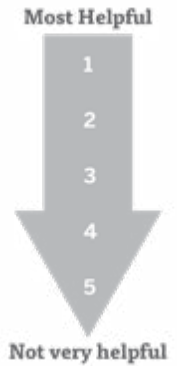
\_\_\_ I didn't like the part about your swimming instructor's mean face.

\_\_\_ I liked how you included me in your piece.

\_\_\_ I could really picture it when you described the bike "shuddering and shaking" on the pavement.

\_\_\_ Your piece was really funny.

\_\_\_ This part about how your hands turned blue showed me how freezing it was.



6. In one sentence, describe why the response you marked as 1 is the most helpful.

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 3 OVERVIEW

They say, “live in the moment,” but we’re going to show you how to write about the “moment.”

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 3 Zooming In: The Power of Focus

#### Moments in a Typical Day—Cartoon

##### Cartoon 1



1. Describe what you notice about Cartoon #1 in 1–2 sentences.

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##### Cartoon 2



2. Describe what you notice about Cartoon #2 in 1–2 sentences.

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3. Which cartoon stays focused on one small moment? Explain your answer in one sentence.

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## LESSON 3 Zooming In: The Power of Focus

### Moments in a Typical Day—Narrative

4. Read Narrative #1.

#### Narrative #1

Sample Writing: 7th Grade Mile Run

I have never run a mile before, but I felt okay for the first three laps. “Maybe this won’t be so bad,” I was thinking. But the fourth lap was brutal, and I barely made it. I almost had to crawl over the line. But it was sweet to finish! My friends huddled around to congratulate me. Now I know I can run a mile!

5. How many different moments does the writer describe? What are they?

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6. Read Narrative #2.

#### Narrative #2

Sample Writing: 7th Grade Mile Run

Moment selected for focus: But the fourth lap was brutal, and I barely made it.

“One more lap to go!” I barely heard the words of Ms. Strauss over the sound of my desperate breathing and my legs screaming “Stop!” “Stop!” “Stop!” to my numb brain. Kids whizzed by me barely sweating, looking like they run all the time, looking like their shoes have rocket boosters. Meanwhile, the bones in my feet must have turned into some kind of rock, because it became impossible to lift them more than two inches off the track. I was not running; I was doing a zombie shuffle. “What would happen if my pounding heart actually bursts through my chest?” I wondered. “Would I still have to finish the required one mile run?”

## Unit 7A, Sub-Unit 2: Get Started

### LESSON 3 Zooming In: The Power of Focus

7. How many sentences in Narrative #2 stay focused on the brutal fourth lap?

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8. What are two or three vivid details the writer uses to create a picture of this moment for the reader?

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### LESSON 3 Writing Prompt

Put a check next to the sentence below if recently...

- you laughed at lunch.
- you sat next to a new friend at lunch.
- something embarrassing happened at lunch.
- you tried a new food.

# LESSON 3 Writing Prompt

Now that you know how to focus on one moment, choose one brief moment from the last time you ate lunch at school. Zoom in on that moment and write at least five detailed sentences about it.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 4 OVERVIEW

You are having the most mind-numbingly boring moment ever. Your vision is blurring. Drool is dripping from the side of your mouth. Time is actually slowing down to prolong the torture. Tick. Tick. Tick.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 4 Choosing Your Moment

#### The Most Boring Moment

1. Think about your day today or yesterday. List all of the boring moments in it.

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2. In your list above, circle the most boring moment. Make sure you observed enough details to focus on just that one moment. These details can include:
  - What you saw, heard, tasted, smelled, touched.
  - How you looked, or what you did or felt.
  - What you said or thought.

## Unit 7A, Sub-Unit 2: Get Started

### LESSON 4 Choosing Your Moment

3. Complete the chart by identifying your most boring moment and listing 5–7 small details that made up the most boring moment.

Most Boring Moment _____	
Brainstorm Details	Ideas for Small Details
	What were you doing? How did you feel while you were doing it? What were you thinking during this boring moment? What did you see, hear, touch, taste, or smell?

4. Share your boring moment and details with a classmate, friend, or family member.

### LESSON 4 Writing Prompt

Use some of your details and describe your most boring moment from today or yesterday.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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#### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea



## Unit 7A, Sub-Unit 2: Get Started

### LESSON 5 OVERVIEW

Show me. Prove it to me. Give me evidence. I need an example. Wow—why are people so demanding? Why can't we just tell them the facts and have them believe it?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 5 The Impact of Showing

#### Showing vs. Telling

Example 1: Telling	Example 2: Showing
The boy said, "I am angry."	The boy stomped into the kitchen and scowled at his mother and yelled, "Why did you throw my art project away?"

1. Read the description in both columns.
2. Which description can you picture in your mind more clearly? Write 1–2 sentences to explain why.  

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3. Circle *one* verb from the T-chart that shows something the boy did or said. How does this verb help you understand the description?
4. Based on the 2 sentences on the T-chart, what is one thing you would say about the difference between telling and showing?  

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 5 The Impact of Showing

5. Write one more sentence to describe what else this boy might do that would show that he is angry.

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6. Read the sentences in both columns on the chart below.
7. Which column is telling and which is showing the person's emotions? Write Telling or Showing on the lines above the columns in the chart.

Version 1: _____	Version 2: _____
The man was angry.	The man stomped into the room and spit out between gritted teeth, "I just can't take it anymore." He banged his fist on the desk, knocking a stack of papers to the ground.
I felt calm.	I sat very still and closed my eyes as the soft, sweet air swept across my skin and gently lifted the hair off my forehead.
I was so confused.	I was so confused. <i>Where is the exit to this parking garage? Where is my parking ticket? Where did I park my car!?</i> My eyes started to blur as I stared out over rows and rows of cars that all looked the same.

**LESSON 5** The Impact of Showing

**Turning Telling Into Showing**

8. Read the sentences in the left column.

Telling	Showing
<p><input type="checkbox"/> Mahalia was thrilled when her artwork was displayed in a coffee shop.</p> <p><input type="checkbox"/> Diego was completely confused by the furniture assembly directions.</p> <p><input type="checkbox"/> DeShawn was so embarrassed by his silly cousin.</p> <p><input type="checkbox"/> Leah was extremely proud of how well she was doing in her advanced math class.</p> <p><input type="checkbox"/> Jada was completely devastated that she had to move from the neighborhood where she'd lived since she was 2 years old.</p>	

9. Put a check mark before *two* of the telling sentences on the left.

10. On the right, rewrite each of your chosen sentences so that it shows what the person might do or say to show this emotion.

LESSON 5 The Impact of Showing

Turning Showing Into Telling

11. Read the sentences in the left column.

Showing	Telling
<ul style="list-style-type: none"><li><input type="checkbox"/> Valentina looked straight at me, grabbed my ice cream cone out of my hand and dropped it deliberately on the sidewalk, her mouth a hard straight line.</li><li><input type="checkbox"/> “N-nice to meet you,” Delmar stuttered, his eyes on his shoes.</li><li><input type="checkbox"/> Kanya nibbled on her thumbnail and then wiped her palms across her skirt, taking a shallow, shaky breath.</li></ul>	

12. Put a check mark before two of the showing sentences on the left.

13. In the right column, rewrite your two chosen sentences so that they tell the emotion the person is feeling.

# Unit 7A, Sub-Unit 2: Get Started

## LESSON 5 Writing Prompt

Think about a moment when you felt a strong emotion.

Put a check mark next to the sentence if...

- you felt angry with someone for a moment and said or did something to show you were mad.
- you felt incredibly excited about something and said or did something to show you were excited.
- you felt sad for a moment and said or did something to show you were sad.
- you felt nervous about something and said or did something to show you were nervous.

### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about a brief moment when you felt a strong emotion. Use details to show what you did, said, or thought when you felt this emotion.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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**LESSON 5** Writing Prompt

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 6 OVERVIEW

You'll be playing charades in your lesson today! Of course there's a catch, but go with it. You might learn something.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 6 Getting the Verb Right

1. Read the sentence below.

**The student came into the room.**

2. Can you picture precisely how the student moved when he or she came into the room?

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3. Brainstorm 5–6 verbs that you could use to replace “came” that would show your reader exactly how the student came into the room. For example, The student *swaggered* into the room.

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4. Read the definition and the examples below.

#### Definition of Strong Verbs

Strong verbs describe actions precisely. They can capture the image, emotion, and impact of the action.

Weak verb: The traffic moved slowly down the highway.

Strong verb: The traffic crawled down the highway.

## LESSON 6 Getting the Verb Right

### Strong Verbs Charades!

5. Circle one strong verb from the list you made above that precisely describes *how* the student came into the room.
6. Find someone at home to observe you acting out this verb—if no one is available, you can also record yourself acting out your verb, then send the video to a classmate.

To act out your verb, move across the room in the way your chosen verb suggests (“hop” across the room, etc.). Tell your observer to try to guess the verb based on your movements.

7. If there is time, try acting out a few other verbs from your strong verb list.

### Strong Verbs That Show Emotion

8. A strong verb can describe precisely what someone does in a way that shows the emotion the person feels.
  - Read each telling sentence.
  - In each pair, put a check next to the sentence where the verb *best* shows the emotion stated in the telling sentence.

#### Sentences

Telling: Natasha was angry.

- Natasha fiddled with the loose threads on her jacket.
- Natasha yanked on the loose threads on her jacket.

Telling: Jamal and Dani were very hungry.

- Jamal and Dani gobbled the appetizers.
- Jamal and Dani sampled the appetizers.

Telling: The fish heads were disgusting.

- The fish heads were stacked in the old trash barrel.
- The fish heads were rotting in the old trash barrel.

## LESSON 6 Writing Prompt

Put a check mark next to the sentence if you recently...

- laughed so hard you cried.
- had to try to hold back your laughter.
- watched a TV show or a movie that had you laughing out loud.
- were in a situation where you couldn't stop laughing.

### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Think about a funny moment that lasted for fewer than 3 minutes. Use strong verbs to show what happened.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 7 OVERVIEW

You'll experiment today. You'll try something and see what happens as a result. If it doesn't work out, that's okay. If it does work out, great!

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 7 Experiments in Revision

1. Read the sentences below.

- a. It was so windy, and I was really, really cold.
- b. I bit down hard to stop my teeth from chattering as the icy wind forced its way under the collar of my jacket.

2. Which sentence makes you feel colder? \_\_\_\_\_

Write 1–2 sentences that describe why you chose the sentence.

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3. Read the telling sentence.

**I was tired after practice.**

Write 3–4 sentences to replace the telling sentence so that the reader can see and *feel* what you're describing.

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## LESSON 7 Revision Assignment

### Revision Assignment: Add More Showing

**NOTE:**

Do this Revision Assignment *only* if you can access and revise the writing you completed for Lesson 5. Otherwise, skip to the Writing Prompt for this lesson.

Reread the Writing Prompt you completed in Lesson 5. Find one place in your writing where you could use precise details to describe what grabbed your attention. Underline that place.

- Skip a line at the bottom of your writing. Then write 3–4 more sentences that show what you’re describing so clearly that your reader can picture it.
- When you have completed your sentences, read your original writing and your new sentences. Which version will create a clearer picture in your reader’s mind?

- My original
- My revision

## LESSON 7 Writing Prompt

Put a check next to the sentence if...

- you ever felt tired from doing a mental activity, like a challenging test.
- you ever felt so tired from doing a physical activity that your muscles ached.
- you started to fall asleep staying up late with friends or family.
- you’ve felt so tired that your eyelids felt heavy.

# LESSON 7 Writing Prompt

Write about a moment when you were exhausted. Show the reader how exhausted you were.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

## Unit 7A, Sub-Unit 2: Get Started

### LESSON 8 OVERVIEW

Your field of vision has narrowed to a small area the size of your thumb. All you can see now is every tiny detail in that small area.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 8 Focusing on the Details

1. Choose a section of this painting that's no bigger than your thumb and that includes lots of



The Hunters in the Snow, 1565, by Pieter Bruegel the Elder

interesting details.

2. List 4 specific details from the image that you could use to describe what's happening in this scene.

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3. Share some of the details you notice about this scene with a classmate, friend, or family member.



LESSON 8 Focusing on the Details

4. Write 4–5 sentences that describe just the small part of the painting you selected. Make your description so vivid that readers can picture it in their minds—even if they've never seen the painting.

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LESSON 8 Writing Prompt

Put a check next to the sentence if...

- you can picture a moment when you went to an outdoor picnic or cookout.
- you can remember the smell of food cooking on a grill.
- you can remember eating outside and getting bothered by bugs.
- you can remember the feeling of sitting outside in the sun or the breeze while you were eating.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about a brief moment when you ate outside.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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**LESSON 8** Writing Prompt

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 9 OVERVIEW

Take a look around this room. What are your eyes drawn to? What sounds are you listening for? What do you smell in the air? If you licked the wall, what would it taste like? Okay, that last one was a stretch.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.


### LESSON 9 More Than Background: The Role Played by Setting

#### **“A Farm Picture” by Walt Whitman**

Through the ample open door of the peaceful country barn,  
A sunlit pasture field with cattle and horses feeding,  
And haze and vista, and the far horizon fading away.

#### **Work Visually: Drawing a Setting**

Draw a picture of the setting described in “A Farm Picture,” by Walt Whitman. When you’re finished, share your drawing with someone at home, or take a picture to share with a classmate.



**LESSON 9** More Than Background: The Role Played by Setting

**Establishing Setting**

- 1. Read the following passage.

**Two Friends, Version 1**

Their feet pounded as they chased each other.

“You’re it!” She tapped her friend’s shoulder and took off in the opposite direction to avoid being caught.

- 2. Where are the people in this passage?

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- 3. Now read another version of the passage.

**Two Friends, Version 2**

Their feet pounded against the shiny hardwood floors as they chased each other. The squeak of their sneakers echoed through the palatial room full of marble statues.

“You’re it!” She tapped on her friend’s shoulder and took off in the opposite direction to avoid being caught. She darted to the right of a cracked marble bust surrounded by burgundy velvet ropes.

- 4. Where do you think they are now? What changed between these two passages?

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**LESSON 9** More Than Background: The Role Played by Setting

**Setting and Sensory Details**

- 5. Picture yourself in a kitchen. It could be a kitchen in your home or someone else’s home.
- 6. On the chart below, brainstorm sensory details that describe a kitchen. You don’t need to fill the entire chart. (An example has been completed for you in certain columns.)

See	Taste	Touch	Smell	Hear
Example: Breadcrumbs on the counter			Example: Smoky smell of bacon grease	

- 7. Imagine that you are standing in the middle of a kitchen you know really well. In at least 5 sentences, describe the kitchen so vividly that someone who isn’t there could picture it clearly.

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# LESSON 9 Writing Prompt

Put a check next to the sentence if...

- you've helped prepare a meal.
- you can remember a specific sound you heard while food was being cooked.
- you've ever seen smoke coming from the stove.
- you've ever spilled food on your homework or on something else that mattered.

### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about a brief moment you experienced in a kitchen, using specific details to describe the kitchen and what you were doing

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 10 OVERVIEW

The ordinary objects we see around us don't seem like they'd be worth looking at closely. But when we do, something happens. We see things others don't.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 10 A Picture Made of Words: Focusing on an Object

Telling	Showing
My sneakers are pretty worn out.	It may be time for me and these boats to part ways. The right sole hangs freely from the front of my toes and looks like some crazy kid who just won't shut up as it flaps up and down while I hurry between classes.

1. Read the telling and showing sentences above that describe the state of the writer's sneakers. What is one detail the writer uses to show what his sneakers look like?

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2. Identify *one* object that you can see clearly up close from where you're sitting (perhaps your shirt, shoes, or desk).

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3. Write down two adjectives that describe this object (for example, old, organized, messy, comfortable, cool, etc.).

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## LESSON 10 A Picture Made of Words: Focusing on an Object

4. Write 4 details that you could use to describe your object that would show those qualities.

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5. Write 4–5 sentences that vividly describe the object, but don't mention its name! Try to describe it so precisely that your readers will be able to picture it in their minds and be able to guess what it is.

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6. Share your sentences with a classmate, friend, or family member. See whether your listener can guess what object you're describing.

## LESSON 10 Writing Prompt

Put a check next to the sentence if...

- you've made a gift or card for someone.
- you've cooked something or made food for someone or yourself.
- you've made something that you wore, like a piece of jewelry or clothing.
- you've made something outside like a fort or a bike ramp.

**LESSON 10** Writing Prompt

Describe something that you made. Use vivid details that will help your reader picture the object you’re describing.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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**Rules for Writing Prompts**

- 1. Write for 10 minutes
- 2. Focus on one idea
- 3. Use and describe evidence to support your idea

## Unit 7A, Sub-Unit 2: Get Started

### LESSON 11 OVERVIEW

Picture these moments: wearing clothes or shoes you've outgrown, being caught in a lie, or feeling an itch between your shoulder blades that you can't scratch. What do all these moments have in common?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 11 Showing What You've Told

1. Read the sentences in the chart below. In group A, the writer tells you the emotion or what is happening in that moment. In group B, the writer uses precise details to show the same thing.
2. Read each sentence in group B and underline all the details that help you picture the moment in your mind.

Group A	Group B
I was so bored at my cousin's wedding reception.	I lined the pastel, sugar-coated almonds up in a row, fiddled with the toothpicks sticking out of my meatballs, and took a deep, slow breath— <i>two more hours to go</i> .
The death metal music was very loud, and he hated it.	"SCREEEEWAWAWAWAWA!" it blared in his ear, like a buzz saw combined with an electric drill, only far, far worse.
My aunt said good-bye quickly before she left our lives for good.	"Good-bye," Aunt Rosa choked, her eyes shining with tears.

LESSON 11 Showing What You've Told

3. Now you can do your own showing. Rewrite the following sentences, using precise details so the reader can see and *feel* the emotion or sensation being described.

A. Telling: *He was very sad and wanted to be alone.*

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B. Telling: *I was very hot at the beach.*

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LESSON 11 Writing Prompt

Put a check next to the sentence if...

- you've eaten something that made you feel sick.
- you've been caught telling a lie.
- you've spent time in a place that was very crowded.
- you've slept on a floor.

## Unit 7A, Sub-Unit 2: Get Started

### LESSON 11 Writing Prompt

Write about a moment when you felt uncomfortable.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

#### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

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## Unit 7A, Sub-Unit 2: Get Started

### LESSON 12 OVERVIEW

You have a chance to experiment with your writing again. See what happens and what you can learn from it.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

### LESSON 12 Paint a Picture in the Reader's Mind: Revisions

1. Read the two sets of sentences below. In each set, put a check next to the sentence where you can best picture the writer experiencing the moment described.

Set 1

- Every click of the roller coaster car up the track made my stomach wiggle harder.**
- I felt nervous as the roller coaster went up the track.**

Explain your choice.

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Set 2

- She was very happy about being chosen to play the lead in the school play.**
- “Oh my gosh, I can’t believe I was chosen for the lead in the school play! This is my dream come true!” she shrieked, her cheeks flushing and a wide smile spreading across her face.**

Explain your choice.

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LESSON 12 Paint a Picture in the Reader’s Mind: Revisions

Revision Assignment—Add More Showing

- 2. Practice Revising—Read the sample writing and underline one place (there may be many) where you could help the writer add more precise details to develop this moment.

Sample Writing

The first time I got on my new bus, I wasn’t sure who I could sit next to. It felt like I didn’t recognize anyone. I stood there, probably looking stupid. The driver pointed to an empty seat next to that really tall kid from my homeroom. I felt a little strange when I sat down there, since I know this kid is pretty involved with basketball, and I do not do sports. But then it turned out that we were both thinking of joining the chess club.

- 3. In the space below, copy one of the parts you underlined. Then write 3–4 more sentences that include specific details to help the reader picture what this writer described.

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## LESSON 12 Paint a Picture in the Reader's Mind: Revisions

### Revision Assignment: Focus on a Moment

**NOTE:**

If your class completed lessons 7–11, you will use the directions below to revise the writing you completed for lesson 8.

If your class skipped lessons 7–11, you will use the directions below to revise the writing you completed for lesson 4.

Do this Revision Assignment only if you can access and revise the writing you completed for Lesson 4 or Lesson 8. Otherwise, skip to the Writing Prompt for this lesson.

- Highlight one place in your writing where you began to focus on one moment, but could add details to develop that moment further. (Your teacher may have highlighted a place for you.)
- Write 3–4 more sentences to focus on just this highlighted moment, using precise details so that your reader can picture it. Skip a line and write your new sentences below your original response.

## LESSON 12 Writing Prompt

Put a check next to the sentence if...

- you've ever done something that you were nervous to do, like try a new sport or activity.
- you've ever been unsure of something, but tried it anyway.
- you've ever been afraid to do something, like try out for a play or read aloud in front of the class, but you pushed yourself to do it.
- you've taken a risk and done something challenging or frightening.







Unit 7A, Sub-Unit 3

# *Red Scarf Girl: A Memoir of the Cultural Revolution*

*by Ji-li Jiang*



This story takes place in a world that is very different from your own, though similar in ways that you're sure to recognize: there's love within families; struggle between classmates; uncertain relationships among neighbors. The events of China's Cultural Revolution took place in a faraway world and time—but you'll learn about them through the eyes of a girl who was just about your age when she had to face a world that was turning upside down all around her.

This memoir tells the story of a time in the author's life when her love for her family clashed with her devotion to her own country; when being a "good student" meant denouncing her teachers; and when many of the rules she'd grown up believing about right and wrong were suddenly reversed. This is Ji-li Jiang's story, and through it all, you'll see a girl becoming a young woman as she makes hard choices that will change her life's direction forever.



## LESSON 1 OVERVIEW

*Red Scarf Girl* is the story of a middle school student whose world was turned upside down. You'll enter that world today.

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 12 Solo.

## LESSON 1 Working with the Text

### Work Visually: Reading an Image

1. Examine the poster below.



From the Collection of Dennis Hickey; IISH/Stefan R. Landsberger Collections (Propaganda Reel)

Posters like this were hung in public spaces across China during the 1960s and 1970s, and filled the world of the book you're about to start reading, *Red Scarf Girl*. The narrator of the book, Ji-li Jiang, saw posters like this one all the time.

This poster depicts Mao Zedong, who was the leader of China's Communist Party while Ji-li was growing up.

LESSON 1 Working with the Text

2. How do you think the artist wanted people to feel about Chairman Mao when they saw this image?

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3. Which details did the artist include in this image to get people to feel that way?

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Reference *Red Scarf Girl* “Prologue,” paragraphs 1–7

4. After having read the “Prologue,” what’s your first impression of Ji-li? Which words in the “Prologue” give you that impression?
5. Ji-li writes that she “never doubted what [she] was told: ‘Heaven and earth are great, but greater still is the kindness of the Communist Party; father and mother are dear, but dearer still is Chairman Mao’” (4).
- In your own words, how would you describe what Ji-li was told about the Communist Party and Chairman Mao?
  - Who do you think told her these things?
  - Why do you think they told them to her?
6. What do you think Ji-li means when she says, “I achieved and grew every day until that fateful year, 1966” (5)?
7. Based on what you’ve read in the “Prologue,” what do you think will happen next in *Red Scarf Girl*? What do you think will happen to Ji-li before her book is over?

**Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang**

**LESSON 1 Close Read**

Reference *Red Scarf Girl* “Prologue,” paragraphs 1–7

**Introducing *Red Scarf Girl***

Reread the “Prologue” (paragraphs 1–7), then complete the chart. One example is included below.

How Ji-li describes herself feeling:	Why she feels that way	What would make <i>you</i> feel that way?
happy	“I was always loved and respected.” (4)	
proud		
trusting		

**Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang**

**LESSON 1 Writing Prompt**

How hopeful do you think Ji-li was at this moment in her story? Which details in the "Prologue" lead you to think so?

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

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## LESSON 2 OVERVIEW

How hopeful would you feel if you were asked to audition for a play? Watch how Ji-li's hopefulness changes as she gives her family some good news.

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 1 Solo.

## LESSON 2 Working with the Text

Read *Red Scarf Girl* "The Liberation Army Dancer," paragraphs 16–41

1. Ji-li came home excited to share good news with her family. What did her father say that ruined this happy moment for her?

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- \*2. How did Ji-li's feelings change over the course of this scene?

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\* = **Suggested Writing Prompt**

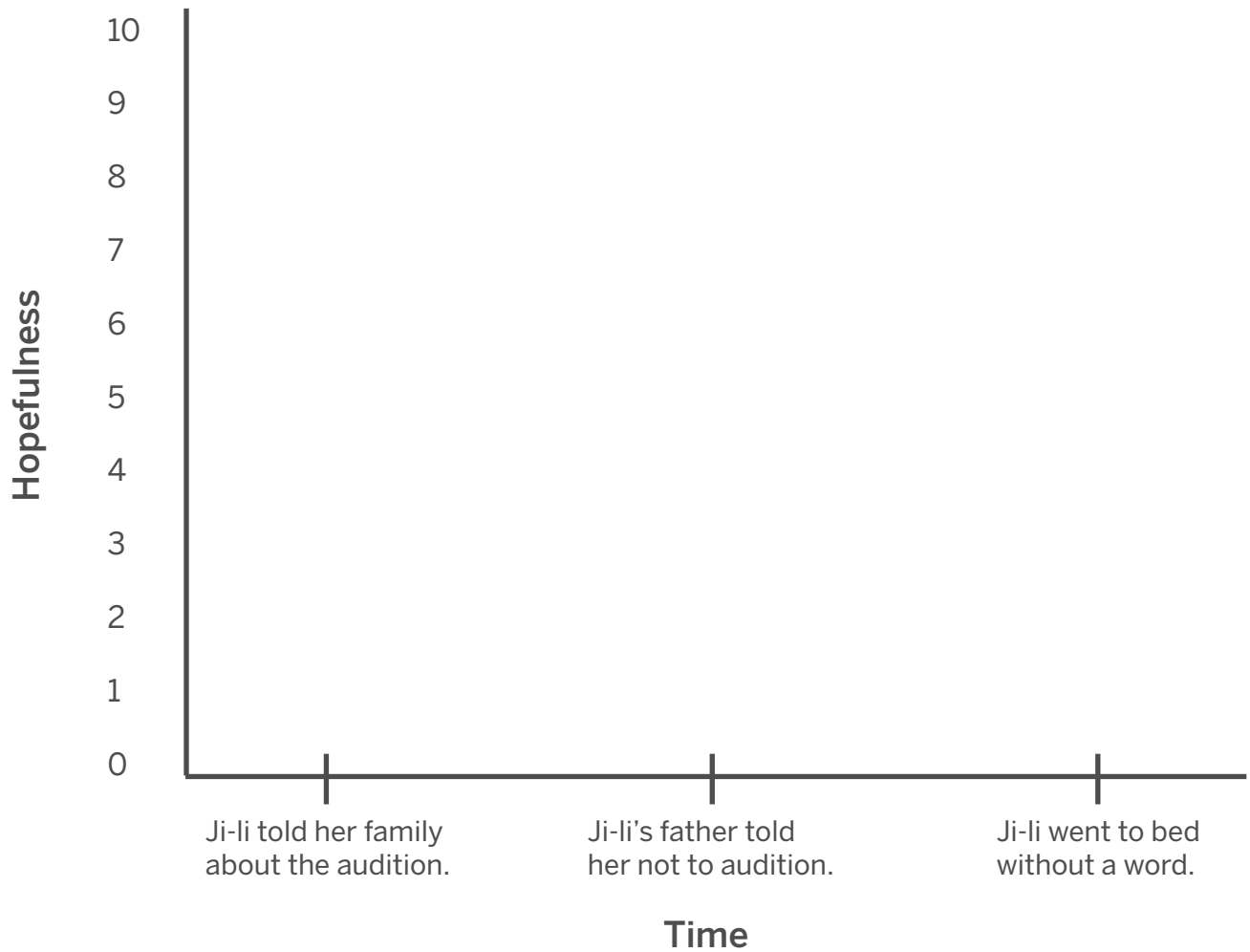


LESSON 2 Close Read

Hopefulness Graph

Mark a point on the graph to show how hopeful you think Ji-li was at each of these moments in her story. Then, connect the points to make a line graph.

- Ji-li told her family about the audition.
- Ji-li's father told her not to audition.
- Ji-li went to bed without a word.



1. In paragraph 31, Ji-li writes: "I saw a pain in Dad's eyes that I had never seen before." Why does Ji-li's dad have a look of pain in his eyes? Copy a quote from the passage that shows the reason why.

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## LESSON 3 OVERVIEW

Get ready to smash and shatter, break and burn, rip and tear. Time to destroy the old world to make way for a new one!

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 2 Solo.

## LESSON 3 Working with the Text

Read **Red Scarf Girl** “Destroy the Four Olds!” paragraphs 8–29 (paragraphs 1–22 in Amplify ELA Grade 7 Anthology).

1. What do you think the Four Olds are?

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2. Read the description of the people gathering at Great Prosperity Market in paragraph 10 (paragraph 3 in Amplify ELA Grade 7 Anthology). What emotions do they seem to be feeling?

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3. What is one question you have about the scene you just read? What are you curious about or confused by?

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LESSON 3 Close Read

Eliminating the Four Olds

1. Take a look at the poster below titled “Eliminating the Four Olds.”



- Which details are the most interesting to you?
  - What do you think is happening?
2. Both the passage and the poster are about people destroying fourolds. List 5 ways that the story conveyed by the poster is different from the story conveyed by the passage.

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LESSON 3 Close Read

- \*3. What kind of impact is the artist of the poster trying to make on its viewer? Which details does the artist use to make that impact?

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\* = *Suggested Writing Prompt*

## LESSON 4 OVERVIEW

In the new world Ji-li found herself in, some high school students had power over adults. You'll see what they did with that power in today's lesson.

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.
3. Complete the Sub-Unit 3, Lesson 3 Solo.

## LESSON 4 Working with the Text

Reference *Red Scarf Girl* "Destroy the Four Olds!" paragraphs 54–75 (paragraphs 23–43 in Amplify ELA Grade 7 Anthology).

1. How do Ji-li and her sister react when they see the student inspectors looking around for people wearing the wrong kind of clothes?

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2. The student inspectors were high school students. What types of powers does Ji-li tell us they had during the Cultural Revolution?

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3. Look at the way Ji-li describes "the man" in this scene. Which sentence, from all those she uses to describe him, best captures the way she feels about him? Explain your answer.

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**LESSON 4** Working with the Text

4. How do you think the student inspectors are feeling in this scene? Point out words that show how they feel.

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5. How about the rest of the crowd? What do they do or say that shows how they feel about what's going on?

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6. How does Ji-li feel about what happened? Which words or phrases show you how she feels?

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**LESSON 4** Writing Prompt

Put a check mark next to the sentence if...

- you can remember a moment in the passage in which Ji-li admired the student inspectors.
- you can remember how Ji-li described the guilty man...or at least find that place in the text.
- you can remember why the students were harassing the man and cutting off his clothes.



## LESSON 5 OVERVIEW

What if students were encouraged to write every bad thing their teachers ever did on huge posters that were hung up outside of school? What would be on those posters?

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 4 Solo.

## LESSON 5 Working with the Text

Reference *Red Scarf Girl* "Writing *Da-Zi-Bao*," paragraphs 1–22.

1. What were *da-zi-bao* and why were students making them?

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2. When Ji-li writes that the classroom "buzzed" with revolutionary fervor, what does she mean? In your own words, describe what her classroom felt like.

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3. What are the 8 words that show most clearly what Ji-li and her friends think about Yin Lan-lan and her *da-zi-bao*?

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LESSON 5 Working with the Text

4. Read what students wrote in their *da-zi-bao*. In your own words, how would you describe the bad things that Ji-li's teachers are being accused of?

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LESSON 5 Close Read

Reread “Writing *Da-Zi-Bao*,” paragraphs 19–22, below.

1. Underline 3–4 short phrases in the passage that show clearly what Ji-li’s classmates accused their teachers of doing wrong.
2. Write 2–3 sentences that explain what Ji-li thought about these accusations.

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**Excerpt from *Red Scarf Girl*, paragraphs 19–22**

Sheet after sheet, article after article, each *da-zi-bao* was a bitter accusation. One was titled, “Teacher Li, Abuser of the Young.” The student had failed to hand in her homework on time, and Teacher Li had told her to copy the assignment over five times as punishment. Another student said his teacher had deliberately ruined his students’ eyesight by making them read a lot, so they could not join the Liberation Army. Still another accused Teacher Wang of attempting to corrupt a young revolutionary by buying her some bread when he learned that she had not eaten lunch.

The more I read, the more puzzled I became. Did the teachers really intend to ruin our health and corrupt our minds? If so, why hadn’t I ever noticed? Was I so badly taken in that I was unable to see them for what they really were? I remembered Du Hai’s taunt. You “teachers’ obedient little lamb.” I thought of Teacher Gu, who was like a stern but loving mother to me. I thought of An Yi’s mother, Teacher Wei, who had won so many Model Teacher awards because of her dedication to her work. No matter how I tried, I just could not relate them to the villains described in the *da-zi-bao*.

To fulfill my responsibility as a revolutionary, I listed all my teachers. One by one, I considered them carefully. Unfortunately, none of them seemed to hate the Party or oppose Chairman Mao. I could not write a *da-zi-bao* about any of them.

Finally I decided to copy an article from the newspaper instead.



LESSON 5 Writing Prompt

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## LESSON 6 OVERVIEW

This time when you experiment with your writing, you'll add details from *Red Scarf Girl* to show the reader your thinking.

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 5 Solo.

## LESSON 6 Working with the Text

Reference *Red Scarf Girl* "Writing *Da-Zi-Bao*" paragraphs 1–36.

1. In any group, there are leaders and followers. At this point in the story—when the students are posting *da-zi-bao* on Aunt Xi-wen's house—who are the leaders, and who are the followers?

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2. If you asked the leaders, what would they say were their reasons for going to Aunt Xi-wen's house? What do you think their reasons were?

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3. At the end of this scene, Ji-li "bent down and pretended to tie [her] shoelaces" (35). What do you think she's feeling at this moment? Why do you think so? (Use evidence from the text.)

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LESSON 6 Working with the Text

- 4. Ji-li describes how it “was hard to tell whether [Aunt Xi-wen] was smiling or crying” (31). What’s the mix of emotions Aunt Xi-Wen is feeling in this scene?

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LESSON 6 Close Read

In the last lesson, most of Ji-li’s classmates were eager to write *da-zi-bao* about their teachers, while Ji-li was unable to write anything critical.

Reread the passage from “Writing *Da-Zi-Bao*” paragraphs 23–36, then:

- 1. Choose another moment where you see Ji-li being unable, or unwilling, to join the crowd. Describe your moment briefly.

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- 2. Write 2–3 sentences explaining why you think she could not join in with the crowd.

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## LESSON 6 Revision Assignment

Complete this Revision Assignment only if you can access and revise the writing you completed in Lesson 5.

### **Use of Evidence**

- 1.** Reread your writing from Lesson 5 to find a place where you used details from the book to develop your idea.
- 2.** Reread that part of the book. Identify 1–2 additional details that connect to your idea.
- 3.** Skip a few lines after the writing you completed in Lesson 5, then write 3–5 more sentences that use those details to explain your idea.

## Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

### LESSON 7 OVERVIEW

Time to track Ji-li's hopefulness again! This time, you'll also pay attention to her classmate's as the two of them engage in a dramatic standoff at school.

#### Prep

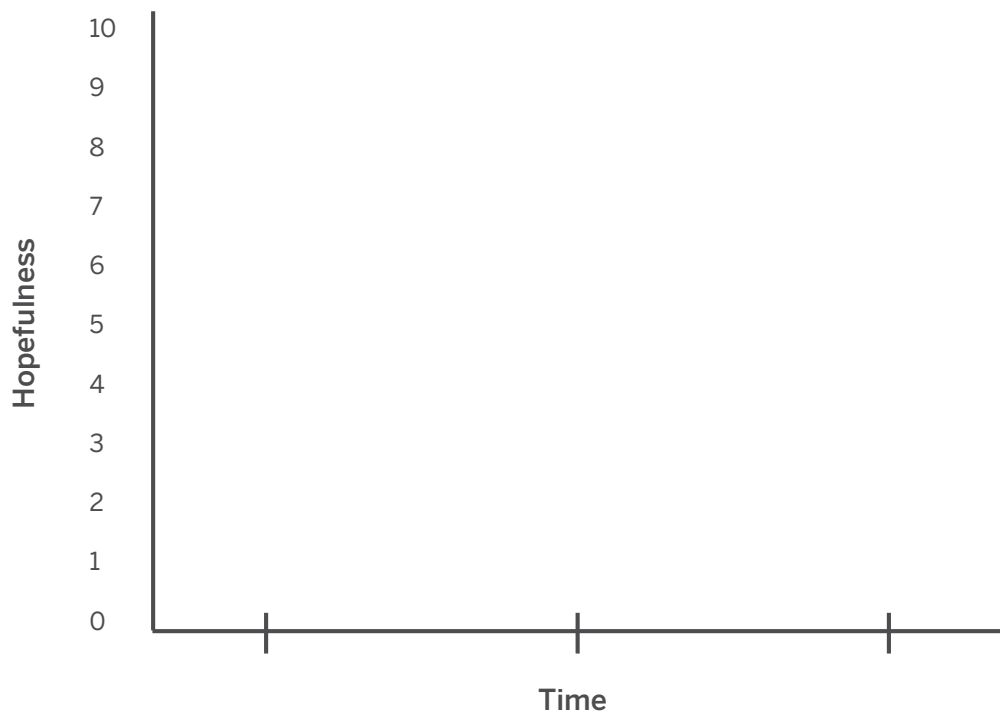
Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 6 Solo.

### LESSON 7 Close Read

Reference *Red Scarf Girl* "The Red Successors," paragraphs 13–35.

Ji-li's hopes change dramatically over the course of this scene, and so do Du Hai's.



Do you remember the Hopefulness Graph you used in Lesson 2? Now you're going to draw your own Hopefulness Graphs to show how Ji-li and Du Hai's levels of hopefulness change throughout this scene. Model your graphs after the example above.



**LESSON 7** Close Read

1. Draw two blank Hopefulness Graphs. Then, mark how hopeful you think Ji-li and Du Hai are feeling at the moments listed below.

**Ji-li**

- Ji-li is nominated to be a Red Successor.
- Du Hai reveals Ji-li's class status.
- Ji-li runs out of the classroom.

**Du Hai**

- Du Hai reveals Ji-li's class status.
- Ji-li runs out of the classroom.

2. Choose one of the moments you graphed. What, exactly, are Ji-li and Du Hai feeling at this moment?

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3. Do you think that what happened to Ji-li in school is fair or unfair? Use details from the text to explain what you're thinking.

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## LESSON 7 Writing Prompt

Put a check mark next to the sentence if...

- you can hear Du Hai’s voice and picture his expression when he asks Ji-li for her father’s class status.
- you can see and hear how Du Hai announced to the class that Ji-li’s father’s class status was a landlord.
- you remember why Du Hai felt so confident in his knowledge about Ji-li’s family.

### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

How does Du Hai feel during this scene? Explain your answer by referring to specific details from the text.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## LESSON 8 OVERVIEW

Ji-li had to watch who she was seen talking to—otherwise she'd get in trouble with the Red Successors. You'll get inside her head to see what that was like for her.

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 7 Solo.

## LESSON 8 Working with the Text

Look at Illustrations 1 and 2, then answer the questions that follow.

### Illustration 1



### Illustration 2



LESSON 8 Working with the Text

- 1. What do we learn from the second illustration that we didn't know in the first?

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- 2. How does the boy's internal narration change the story?

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LESSON 8 Close Read

Read *Red Scarf Girl* "Graduation," paragraphs 8–16 (paragraphs 1–9 in Amplify ELA Grade 7 Anthology).

- 1. Why does Ji-li feel she should avoid Teacher Gu?

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- 2. During this scene, there's a big difference between what Ji-li feels on the inside and how she acts on the outside. Compare how Ji-li feels about Teacher Gu to how she acts toward her. Why do you think Ji-li acts differently than she feels?

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## LESSON 9 OVERVIEW

In the middle of the night, Red Guards invaded Ji-li's home and searched through her family's belongings, destroying things in the process. Just another day in the new world...

### Prep

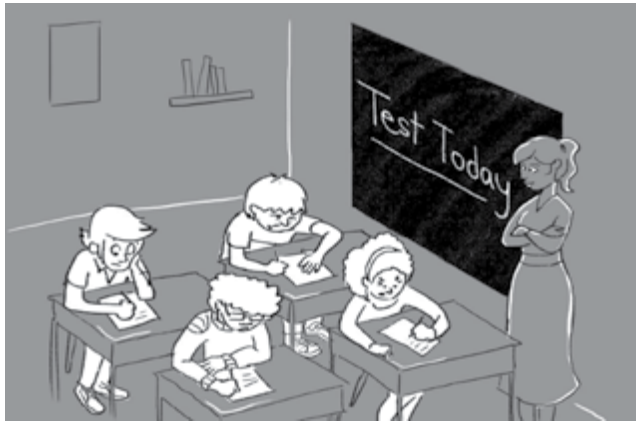
Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 8 Solo.

## LESSON 9 Close Read

### The Impact of Setting

Compare these 2 illustrations of the same setting: a classroom.



1. What can you tell about the mood or atmosphere of the classroom on the left? What about the classroom on the right?

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LESSON 9 Close Read

2. How are the people in each classroom feeling? How can you tell?

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3. Pick out some details from each illustration and explain how they “tell the story” of what’s happening in each of these moments.

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LESSON 9 Working with the Text

Reference *Red Scarf Girl* “The Liberation Army Dancer,” paragraphs 64–70 (paragraphs 63–69 in Amplify ELA Grade 7 Anthology) & “A Search in Passing,” paragraphs 119–121.

1. Reread about how Ji-li describes her home at the beginning of *Red Scarf Girl* (“The Liberation Army Dancer”). How do you think she feels about her home? What details does she include that show you her feelings?

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## LESSON 9 Working with the Text

2. Reread about her home being searched (“A Search in Passing”). Which item do you think Ji-li was most upset to lose in the search? Which words show you how upset she was?

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3. Reread the description of Ji-li’s home after it was searched by the Red Guards. How do you think she feels about her home now? What details does she include that show you her feelings?

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## LESSON 9 Writing Prompt

Put a check mark next to the sentence if...

- you can picture details from the home Ji-li describes at the beginning of the book.
- you would have liked to live in that home.
- you can picture details from Ji-li’s home after it was searched.
- you can determine some of the feelings the search caused in Ji-li.

**LESSON 9** Writing Prompt

Compare how Ji-li felt in her home at the beginning of the story with how she felt after the Red Guards searched her home. Use setting details to show your thinking.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

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## LESSON 10 OVERVIEW

Writers know how to push our buttons. They can make us feel sad or happy, scared or angry. In this lesson we'll look at which buttons Ji-li is pressing—and why.

### Prep

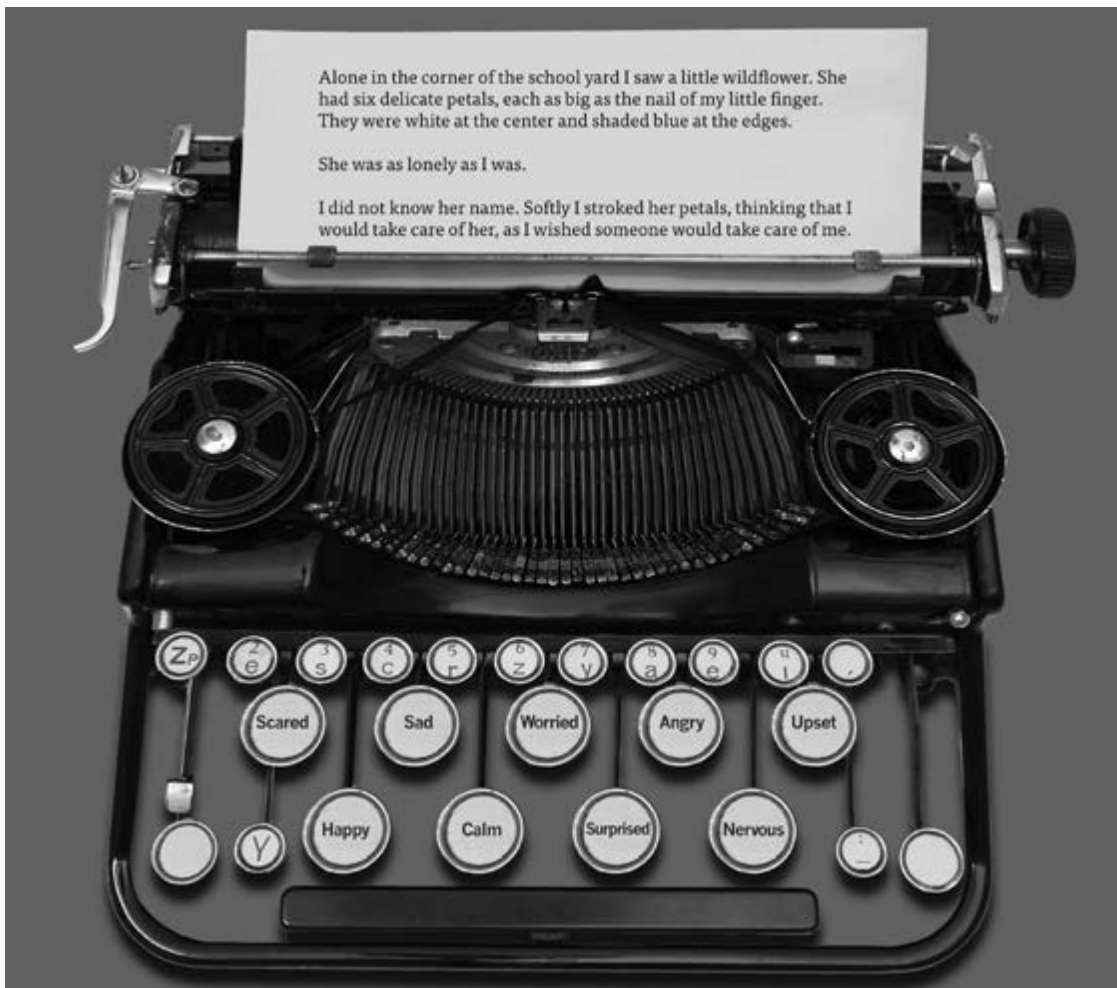
Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 9 Solo.

## LESSON 10 Working with the Text

Reference *Red Scarf Girl* “The Red Successors” (paragraphs 106–108).

1. Read the passage on the typewriter. Think about how these words make you feel.



LESSON 10 Close Read

Read *Red Scarf Girl* “Locked Up,” paragraphs 44–67 (paragraphs 1–24 in Amplify ELA Grade 7 Anthology).

1. Reread paragraphs 44–52 (paragraphs 1–9 in Amplify ELA Grade 7 Anthology). How is Ji-li trying to make you feel at this moment? Which words does she use to make you feel that way? How do those words work to make you feel a specific emotion?

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2. Reread paragraphs 53–54 (paragraphs 10–11 in Amplify ELA Grade 7 Anthology). How is Ji-li trying to make you feel at this moment? Which words does she use to make you feel that way? How do those words work to make you feel a specific emotion?

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3. Reread paragraphs 55–67 (paragraphs 12–24 in Amplify ELA Grade 7 Anthology). How is Ji-li trying to make you feel at this moment? Which words does she use to make you feel that way? How do those words work to make you feel a specific emotion?

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# LESSON 10 Writing Prompt

Put a check mark next to the sentence if...

- you can point to language in the text that helps set the scene for a typical New Year’s Day.
- you can point to language in the text that makes the reader feel why this New Year’s Day was different.
- you can point to language in the text that helps the reader feel Ji-li’s loss on her birthday.
- you can point to language in the text that helps the reader feel Ji-li’s worry on her birthday.

### Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

What kind of day was Ji-li’s birthday (happy, sad, exciting)? Describe how the details she includes about the day create a feeling for you as a reader.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

### LESSON 11 OVERVIEW

Follow Ji-li into a dark room where she confronts a man who gives her a brutal choice to make, and see what she does.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 10 Solo.

### LESSON 11 Working with the Text

Read *Red Scarf Girl* “Half-City Jiangs,” paragraphs 35–64 (paragraphs 1–29 in Amplify ELA Grade 7 Anthology).

1. Which is more important to Ji-li: the Cultural Revolution or her family? Which details in the book make you think so?

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2. Would you want to meet Officer Ma? Why or why not?

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3. How does Ji-li feel about Officer Ma? Which words in the passage makes you think so?

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4. Officer Ma tells Ji-li, “Making a clean break with your black family, that’s good” (“Half-City Jiangs,” 23). Ji-li says she didn’t understand Officer Ma. How about you? What do you think he means?

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**Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang**

**LESSON 11** Close Read

Reread “Half-City Jiangs,” then complete the chart.

<b>Details that show what kind of man Officer Ma was</b>	<b>Details that show what Officer Ma thought of Ji-li’s family</b>
“He stared down at me through the window, picking his teeth with his finger.” (13)	“ ‘Making a clean break with your black family, that’s good. We absolutely support you.’ ” (23)



## **LESSON 11** Writing Prompt

Put a check mark next to the sentence if...

- you found a detail that shows how Ji-li felt in the room.
- you can remember something the officer did or said that made Ji-li think differently about her name.
- you can think of a detail that shows what she was thinking right before she left the room.

### **Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Why didn't Ji-li go through with her plan to change her name? Think of 1–2 reasons and explain them using details from the text.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## LESSON 12 OVERVIEW

You'll wrap up *Red Scarf Girl* by reading about a moment when Ji-li had to do something brave to try to save her family from being attacked.

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 11 Solo.

## LESSON 12 Working with the Text

Read *Red Scarf Girl* "The Incriminating Letter," paragraphs 2–77 (paragraphs 1–63 in the Amplify ELA Grade 7 Anthology).

1. What did Ji-li think would happen if the Red Guards found the letter?

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2. Ji-li never explains why she decided to hide the letter. Why do you think she hid the letter? What are her motivations? Point to some details that give you your ideas.

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3. What do you think would have happened to Ji-li's family if she had chosen to "help with the revolution" the way Thin-Face wanted her to?

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**Unit 7A, Sub-Unit 3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang**

**LESSON 12** Close Read

Read the “The Incriminating Letter,” paragraphs 2–77 (paragraphs 1–63 in the Amplify ELA Grade 7 Anthology).

Describe the consequence each of these people was told she would suffer due to the seizure of the “incriminating letter.”

Person	Consequence
Ji-li	
Ji-li's mother	
Ji-li's grandmother	

Read ***Red Scarf Girl*** “Sweeping,” paragraphs 11–20 (paragraphs 1–10 in the Amplify ELA Grade 7 Anthology).

1. List 5–7 words from the text that best capture how Ji-li feels at the end of her story.

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LESSON 12 Close Read

\*2. How do you think Ji-li changed because of what happened to her during the Cultural Revolution?

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\* = Suggested Writing Prompt



Unit 7A, Sub-Unit 4

# Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



## ESSAY LESSONS: OVERVIEW

### Calendar of Essay Lessons

What you'll be doing to write your essay:

<b>Lesson 1</b>	<b>Step 1: Gather evidence:</b> Identify moments that stood out in the story and record them in a graphic organizer. <b>Step 2: Write first body paragraph:</b> Write about one moment.
<b>Lesson 2</b>	<b>Step 3: Write second body paragraph:</b> Write about a second moment. <b>Step 4: Revise body paragraphs:</b> Further explain a piece of evidence in one of your body paragraphs.
<b>Lesson 3</b>	<b>Step 5: Write introduction:</b> Review elements of an introduction, then write an introduction for your essay.
<b>Lesson 4</b>	<b>Step 6: Edit your essay:</b> Edit essay, including correct citation and punctuation of direct quotes. <b>Step 7: Write final draft:</b> Rewrite your essay to create a final copy.
<b>Lesson 5</b>	<b>Looking back on Ji-li's story</b>

#### Essay Prompt:

How does Ji-li change over the course of her story?

**NOTE:** If you begin the essay using these ELA Anywhere lessons, you will complete the essay in this format. However, your teacher may ask you to type your polished essay online once you have completed all steps.



## Unit 7A, Sub-Unit 4: Write an Essay

### LESSON 1 OVERVIEW

Does all that Ji-Li sees and experiences during the Cultural Revolution change her? To develop your answer to the essay question, you'll think back over each moment she narrates and decide what you think.

#### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson

### LESSON 1 Gather Evidence

#### Step 1: Gather evidence

When you think back on the whole book, what are the moments that stand out most sharply in your memory? List those moments on the left side of the table and note what chapter they happened in. Then on the right side, explain how that moment affected Ji-li.

**Moments That Mattered**

Moment	Impact on Ji-li

LESSON 1 Gather Evidence

Moments That Mattered

Moment	Impact on Ji-li

In one or two sentences, draft a claim to describe one change you notice in Ji-li as a result of her experiences.

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LESSON 1 Write Body Paragraph

Step 2: Write first body paragraph

Over the next several lessons, you'll be writing about one way you notice Ji-li changing. Today, you will focus on just one moment that shows what she was like *before* this change. This will be the first body paragraph of your essay.

1. Use the following prompt to write your first body paragraph:

How does Ji-li change over the course of her story? Choose one moment from the text and explain how that moment causes her to change.

2. Begin writing your first body paragraph in the space below. Label it "Body Paragraph #1."

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## LESSON 2 OVERVIEW

Which experience or description from Red Scarf Girl really captures how Ji-li has changed over the course of her memoir? How can you describe those details so your readers will really understand this change?

### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you've completed for your essay in previous lessons and Solos

## LESSON 2 Write Body Paragraph

### Step 3: Write second body paragraph

In the last lesson, you wrote about what you noticed about Ji-li *before* she changes. This writing is your first body paragraph.

Today, you'll describe a moment when you see her changing. Start by reviewing the change you're writing about and considering where in the text you most notice this change. Select two or three pieces of evidence from that moment that best show how Ji-li has changed. This will be your second body paragraph.

1. Use the following prompt to write your second body paragraph:

How does Ji-li change over the course of her story? Choose a second moment from the text and explain how that moment shows how she changed.

2. Write your second body paragraph in the space below. Label it "Body Paragraph #2."

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**LESSON 2** Revise Your Essay

**Step 4: Revise body paragraphs**

- 1. Reread your 2 body paragraphs. Underline your favorite part (a word, phrase, or sentence).
- 2. Add 3–4 sentences to your favorite part that will help explain your ideas further. (You can also add other details from the text if they would help you show what you’re trying to say.)

Write your revision sentences below your original paragraphs if you have room, or use the space provided below. Label them “Body Paragraph Revisions.”

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## Unit 7A, Sub-Unit 4: Write an Essay

### LESSON 3 OVERVIEW

You'll write an introduction to your essay so the reader knows where you're going and can follow your ideas.

#### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you've completed for your essay in previous lessons and Solos

### LESSON 3 Write Introduction

#### Step 5: Write introduction

When you're reading someone's essay, you're trying to follow their thinking. An introduction gives your readers an idea of where you're going, so they can follow you better.

The introduction to your essay also gets the reader interested and ready to understand the ideas in your essay. One way to get readers interested is to craft a good lead: one or two sentences at the start of your essay that compel your reader to keep reading. Your lead can ask a question, use a quote, or reference enticing details from the text.

1. Read the elements that make up an introduction to an essay.

#### Elements of an Introduction

1. One or two sentences that grab the reader's attention (a lead).
2. The title of the text.
3. The name of the author.
4. Any background that your reader will need in order to understand what you're writing about.
5. A statement of the claim you're going to make in your essay.

**LESSON 3** Write Introduction

**2.** Reread your body paragraphs, then write an introduction in the space below. Your introduction should include all of the elements listed here. Remember you are talking to your reader—make it interesting. Label your writing “Introduction.”

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## Unit 7A, Sub-Unit 4: Write an Essay

### LESSON 4 OVERVIEW

Now's your chance to put it all together, finish your essay, and get rid of spelling mistakes and any other errors.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you've completed for your essay in previous lessons and Solos
2. Review the Rules for Sharing and Response Starters.

### LESSON 4 Edit Your Essay

#### Step 6: Edit your essay

Use this Editing Checklist to correct any technical errors in your introduction and body paragraphs.

#### Editing Checklist

1. Indent the first sentence of each paragraph.
2. Capitalize the first letter of every sentence.
3. Make sure every sentence ends with a period, a question mark, or an exclamation point.
4. Review your spelling, particularly commonly misspelled words. If there is a word you aren't sure how to spell, look it up.
5. Check that direct quotes are cited according to the Guidelines for Citing and Punctuating a Direct Quote.

## LESSON 4 Edit Your Essay

Use these guidelines to make sure you've cited and punctuated your quotes correctly.

### Guidelines for Citing and Punctuating a Direct Quote

1. Use double quotation marks to show where the quote begins and ends.
2. Add a comma to separate your introduction to the quote and the direct quote itself.
3. Use single quotation marks around any dialogue within the direct quote.
4. Only include the end punctuation of your quote if it is a question mark or exclamation point.
5. Cite the chapter title and paragraph number in parentheses at the end of the sentence.

### Examples:

Even though Ji-li knew that Song Po-po was a great housekeeper and didn't want to leave her family, Ji-li expresses relief that "we were not exploiting her" anymore (The Sound of Drums and Gongs, 35).

When Ji-li says, "I blushed. Our family had a capitalist bed, too," it shows that she was embarrassed that her family held on to their fourolds (The Sound of Drums and Gongs, 24).





## Unit 7A, Sub-Unit 4: Write an Essay

### LESSON 5 OVERVIEW

What really happened during the Cultural Revolution? How come people let such bad things happen? Today you'll look at brainwashing and think about why Ji-li wrote *Red Scarf Girl*.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.

### LESSON 5 Discussion: Looking Back on Ji-li's Story

Reference *Red Scarf Girl* "Epilogue," paragraphs 1–21.

1. How hopeful is Ji-li at the moment before the "Epilogue" begins?

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2. In the "Epilogue," Ji-li explains that the reason people like her did not hate Chairman Mao or the Cultural Revolution is because they were "brainwashed." What does she mean?

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3. Have you ever been brainwashed? Has any person—or group—ever tried to transform the way you think and feel?

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