



Red Scarf Girl & Narrative

This journal belongs to:

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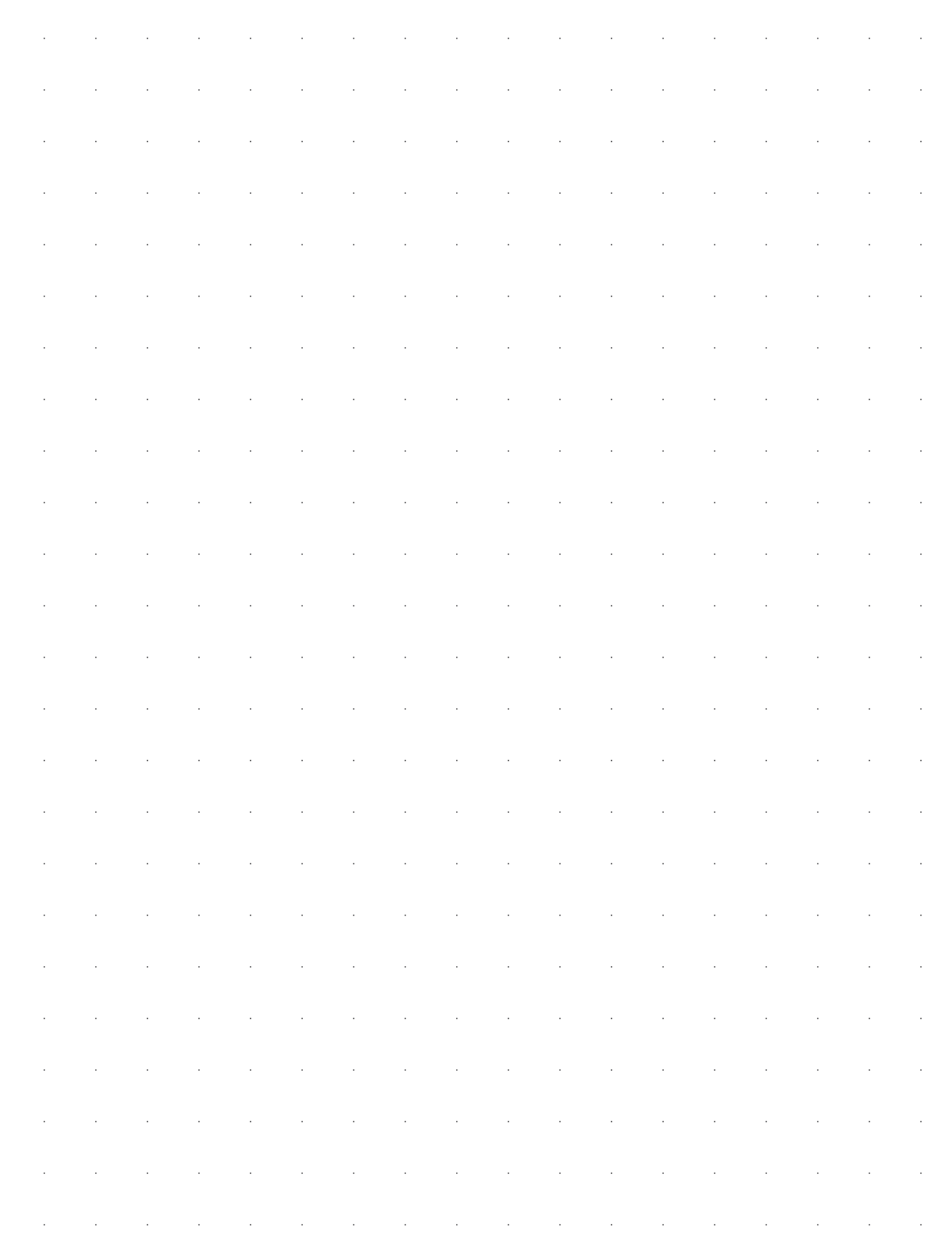
Sub-Unit 4 • pages 54–72

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Sub-Unit 2
Get Started

孙匡章
晋绥军区三
分区供给处

孙匡章

李广道
东莱西 山

李广道

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

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2. Think back to the time when you were eating this food, and write down three details/ observations about what made this food so disgusting.

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Your partner will use this space to write down five details about your facial expression that describe how disgusted you are.

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Write one vivid detail the writer uses to develop this point of view below each category.

1. Sensory Details: How something (or someone) looks, sounds, smells, tastes, or feels

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2. Actions: What someone (or something) does

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3. Dialogue: What someone says

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Think about that moment when you were finally able to do this thing. Write two or three vivid details that will create a picture of the moment you identified for your reader.

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1. Work with your partner/group to imagine and add one or more additional vivid details for each boring moment.

| What is the moment? | One vivid detail from the moment | Additional “boring” details |
|--|--|-----------------------------|
| I was bored when I was the only one home after school. | I flopped on my bed and stared at the crack in the ceiling. | |
| I was bored doing my homework. | I tried to motivate my distracted brain: “Just get through this page of problems, and I’ll let you check your messages!” | |
| I was bored on the long car ride. | I tried counting the wipers moving back and forth across the windshield like giant, blinking eyelashes. | |
| I was bored cleaning my room last weekend. | Under my bed, it smelled like old, sweaty socks which reminded me of my friends already on the playground basketball courts. | |
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2. Circle your most “boring detail.”

1. Write down your most boring moment here.

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2. Make a list of all the small details that made up that moment.

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A series of horizontal dotted lines for writing.

Work with your partner to fill in the rest of the chart by writing down what you observed.

| Performance 1 | Performance 2 |
|----------------------------------|------------------------|
| The teacher walked in. | The teacher walked in. |
| The teacher told us "I'm angry." | |
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| | |

1. Read the sentences in the left column.
2. Put a check mark before one of the telling sentences on the left.
3. On the right, rewrite your chosen sentences so that it shows what the person might do or say to show this emotion.

| Telling | Showing |
|--|---------|
| <ul style="list-style-type: none"><input type="checkbox"/> Mahalia was thrilled when her artwork was displayed in a coffee shop.<input type="checkbox"/> Diego was completely confused by the furniture assembly directions.<input type="checkbox"/> DeShawn was so embarrassed by his silly cousin.<input type="checkbox"/> Leah was extremely proud of how well she was doing in her advanced math class.<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. | |

4. Read the sentences in the left column.
5. Put a check mark before two of the showing sentences on the left.
6. In the right column, rewrite your two chosen sentences so that they tell the emotion the person is feeling.

| Showing | Telling |
|--|---------|
| <ul style="list-style-type: none"><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.<input type="checkbox"/> “N-nice to meet you,” Delmar stuttered, his eyes on his shoes.<input type="checkbox"/> Kanya nibbled on her thumbnail and then wiped her palms across her skirt, taking a shallow, shaky breath. | |

Rewrite the sentence below so that the reader can see and feel what you're describing:

I was very hot at the beach.

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Add two sentences to the sample writing that show why the bite was gross. Write your two sentences below.

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Write four or five sentences that focus on a moment in the image. Use details that vividly describe the moment so that your reader can picture exactly what is happening.

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1. Write the name of the object you chose.

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2. What are two adjectives that you would use to describe this object?

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3. What are four details that you could use to describe your object?

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4. Write four or five sentences that describe your object vividly, but don't mention its name!
Try to describe it so precisely that your listeners will be able to picture it in their minds.

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Rewrite the following sentences, using precise details so the reader can see and feel the emotion or sensation being described.

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

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Telling: I was very hot at the beach.

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Sub-Unit 3

Red Scarf Girl: A Memoir of the Cultural Revolution

1. How do you think the artist wanted people to feel when they looked at this image?

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2. List two things you learned about the propaganda poster from the other groups.

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Look at the four or five words or details you highlighted in paragraphs 10–22 that show what Ji-li and her friends thought about what Yin Lan-lan had written.

1. Did Ji-li and her friends agree with what Yin Lan-lan wrote? Why or why not?

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2. Summarize the events of the chapter so far, explaining the most significant changes that happened in Ji-li's school.

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1. What do the words you highlighted in paragraph 12 show about Ji-li's point of view toward Teacher Gu? Write two sentences.

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2. Look at the words you highlighted in paragraph 13. What is Ji-li's point of view about Teacher Gu?

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1. Read your writing to find a place where you used details from the book to develop your idea.
2. Reread that part of the book and identify one or two additional details that connect to your overall feeling of Ji-li's birthday.
3. Write three to five more sentences that use those details to explain your idea.

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Where do you think Ji-li stands between her family and the Cultural Revolution?

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Officer Ma tells Ji-li, “Making a clean break with your black family, that’s good” (57).

Ji-li says, “I did not understand him” (58).

How about you? What do you think he means? Write two or three sentences.

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1. Thin-Face says he's giving the children an "opportunity for you to help Chairman Mao's revolution." What does he mean? What could the children do to help the revolution?

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2. What might happen if Ji-li chooses to help with the revolution? Write two or three sentences.

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3. If you could ask Thin-Face right now why he's doing what he's doing, what would he tell you?

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4. Besides finding the letter, what victory does Thin-Face believe he has won?

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5. How does his understanding of his duty compare to Ji-li's understanding of her duty?

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1. List 10 words or phrases from your reading that capture how Ji-li feels,

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

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Sub-Unit 4

Write an Essay

Essay Prompt

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

Essay Text

Red Scarf Girl: A Memoir of the Cultural Revolution

- Prologue (1–7)

Notes

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Gathering Evidence

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Revise Body Paragraphs

Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
 - One place where your evidence is strong and well-explained.
 - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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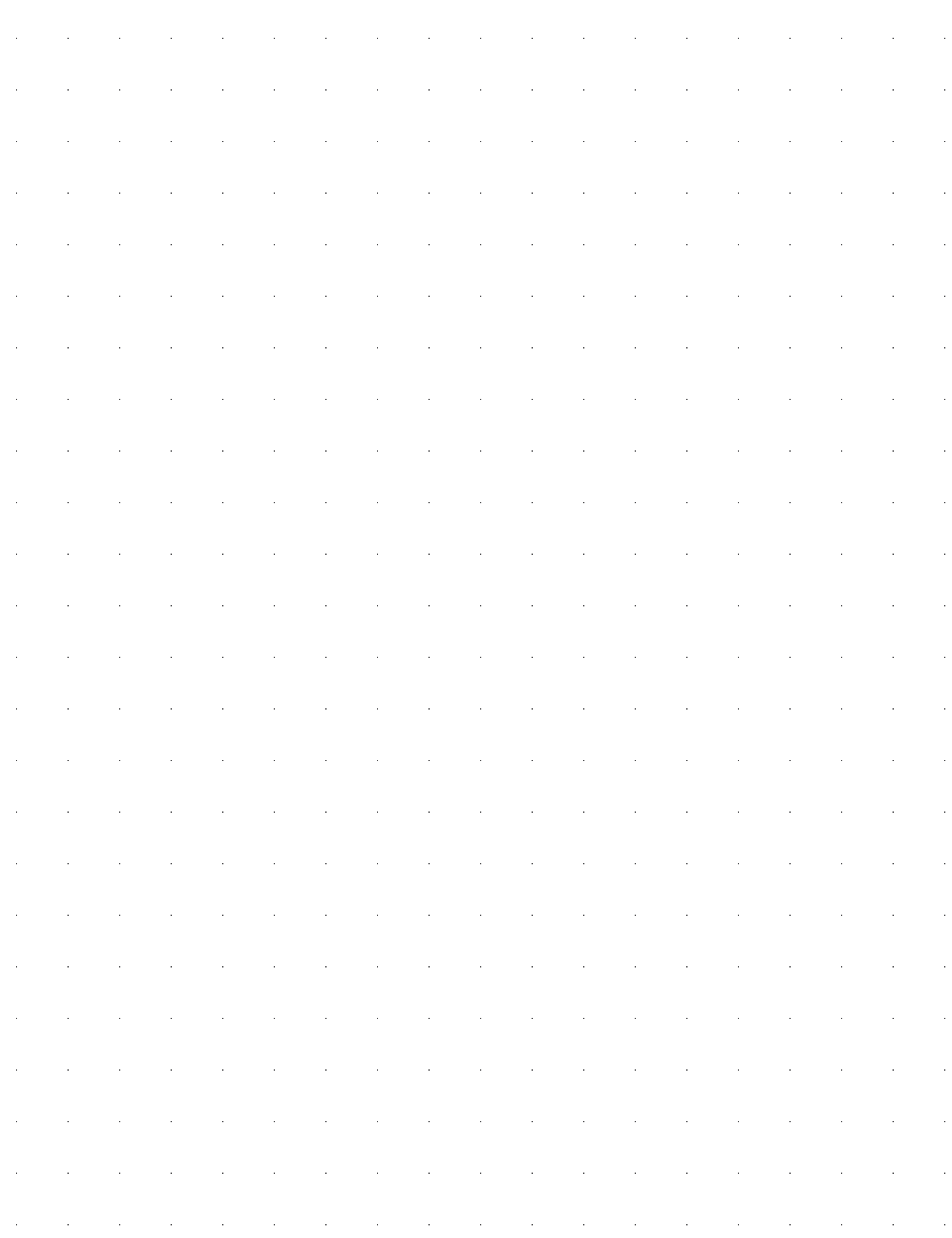
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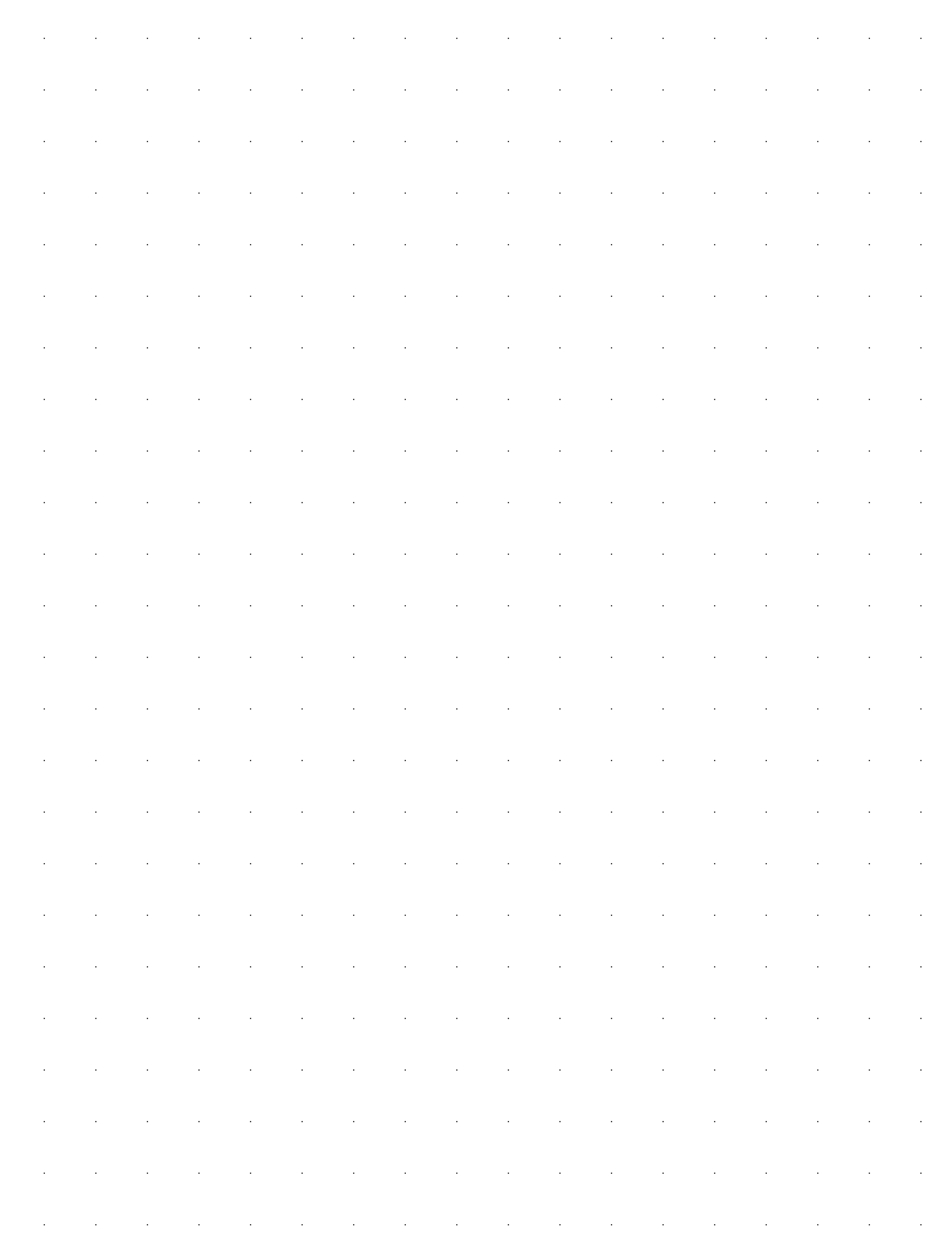
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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Annotate your transitions to use for your final essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.







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