

***The Good Earth* and The China Research Paper (Two For the Price of One!)**

Grade Level: Eighth Grade
Presented by: Kate Ault, Twin Peaks Charter Academy, Longmont, CO
Length of unit: Five weeks (24 days), 77 minute blocks, five days a week

I. ABSTRACT

This unit presents a thorough study of Pearl Buck's *The Good Earth*, the author's background, plus a relevant research paper which ties in to the different cultural aspects of China. The concentration of the unit is on the author's purpose for writing, and the methods she employs to further her purpose, showing how a writer can influence societal thought through fiction. This unit also investigates how women in China were treated by men and takes those ramifications into consideration. Lastly, this unit allows students to expand their thinking skills when asked to identify the book's many themes and defend them.

II. OVERVIEW

- A. Concept Objectives
 - 1. The student will understand how to use specific literary terminology.
 - 2. The student will demonstrate comprehension of historical background concerning Pearl S. Buck.
 - 3. The student will develop an awareness of historical background concerning events taking place in China during the time Buck wrote her novel.
 - 4. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - 5. The students will understand the different aspects of writing a research paper.
- B. Content from *Core Knowledge Sequence*
 - 1. *The Good Earth* by Pearl S. Buck
 - 2. Writing a Research Paper
 - 3. Elements of Fiction
 - a. Review from seventh grade: plot and setting, theme, point of view, conflict, suspense and climax.
 - b. Characterization: flat and round; static and dynamic; motivation
 - c. Literary terms; irony, foreshadowing
- C. Skills Objectives
 - 1. Compare and contrast
 - 2. Conflict and resolution
 - 3. Recognizing symbolism, irony, satire
 - 4. Analysis of plot structure, point of view, writer's purpose
 - 5. Critical thinking
 - 6. Public speaking
 - 7. Writing skills
 - 8. Library skills
 - 9. Note taking skills
 - 10. Keep deadlines
 - 11. Research an aspect of Chinese culture
 - 12. Write a thesis statement
 - 13. Write an outline
 - 14. Write a research paper
 - 15. Write a works cited page (using MLA format)

16. Use parenthetical notation
17. Formulate opinions based on reading and interpretation and defend them in a class discussion.
18. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
19. Work both independently and cooperatively to prepare short presentations to the class.
20. Complete two summative exams, one midterm, one final to show mastery of the novel, its vocabulary, its characters, its author, and its themes.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. "Pearl S. Buck", 13 February, 2001.
<<http://www.kutztown.edu/faculty/reagan/buck.html>
 2. Hirsch, E.D., Jr. et. al. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin, 1993
 3. Kagan, Spencer, Dr. *Cooperative Learning*. San Clemente: Kagan Cooperative Learning, 1994.
 4. James, Marsha. *Alternative Assessment for The Good Earth*. Logan, Iowa: Perfection Learning Corporation, 1998.
 5. Kemper, Dave, Meyer, Verne, Sebranek, Patrick. *Writer's Inc*. Wilmington, MA: Houghton Mifflin, 2001.
 6. Auman, Maureen. *Step-Up-To-Writing*. Longmont, Colorado: Sopris West, 1999.
- B. For Students
 1. The Boxer Rebellion
 2. Footbinding
 3. Social trends in China
 4. Pearl Buck's background
 5. 2 Column note-taking

IV. RESOURCES

- A. Classroom set of *The Good Earth*
- B. Reader's Journal (**see Appendix A**)
- C. 1937 Film version of *The Good Earth*

V. LESSONS

Lesson One: The Research Paper (Day 1)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The students will understand the different aspects of writing a research paper.
 2. Lesson Content
 - a. Writing a Research Paper
 3. Skill Objectives
 - a. Research and library skills
 - b. Note-taking skills
- B. *Materials*
 1. Overhead projector
 2. Three handouts:
 - a. "Writing the Research Paper"
 - b. "Helpful Hints"

- c. “Topics”
 - d. “Deadlines”(see **Appendices B, C, D, and E**)
- C. *Key Vocabulary*
 - 1. thesis – the position statement in a research paper
 - 2. sources – the different types of places to find research
- D. *Procedures/Activities*
 - 1. Since all handouts are self-explanatory, teacher will use them as the basis of her lesson, guiding the students through the procedure of writing a research paper.
- E. *Assessment/Evaluation:*
 - 1. Students will complete a “Ticket Out The Door” (5 pts.) (**see Appendix F**) listing the five major types of sources to be used in their research paper.

Lesson Two: Library Day (Day 2)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will understand the different aspects of writing a research paper.
 - 2. Lesson Content
 - a. Writing a Research Paper
 - 3. Skill Objectives
 - a. Library skills
- B. *Materials*
 - 1. Library and Internet Access
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. While in the library, teacher will guide students through the different source options including using computer catalogue and internet skills.
 - 2. Students will research their topics independently.
- E. *Assessment/Evaluation:*
 - 1. Teacher will check for on-task behavior during visit to library
 - 2. Teacher will check for understanding while monitoring students researching topics

Lesson Three: The Thesis Statement (Day 3)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will understand the different aspects of writing a research paper.
 - 2. Lesson Content
 - a. Writing a Research Paper
 - 3. Skill Objectives
 - a. Write a thesis statement
 - b. Keep deadlines
- B. *Materials:*
 - 1. Overhead projector
 - 2. Handout on writing thesis statements (**see Appendix G**)
- C. *Key Vocabulary*
None

- D. *Procedures/Activities*
1. Using the handout as a backdrop, the teacher will explain the importance of the thesis statement to the research paper, and model several on the overhead. Examples are also shown on the handout.
 2. Students will practice writing five different thesis statements, then, after conferring with a partner, pick just one to use in their paper.
- E. *Assessment/Evaluation*
1. Teacher will check for understanding through class discussion, questions asked, and monitored writer's workshop.
 2. Teacher will grade final thesis statement worth 10 points before allowing student to go on to next part of research paper.

Lesson Four: Parenthetical Notation (Day 4)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will understand the different aspects of writing a research paper.
 2. Lesson Content
 - a. Writing a Research Paper
 3. Skill Objectives
 - a. Parenthetical notation
- B. *Materials*
1. Handout on Parenthetical Notation (**see Appendix H**)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Using the handout as a backdrop, the teacher will explain parenthetical notation, modeling examples on the overhead.
 2. Break into partners.
 3. Partners: Work on Parenthetical Notation worksheet together practicing with the different genres.
- E. *Assessment/Evaluation*
1. Teacher will check for understanding during exercise with class.
 2. Teacher will grade students on product produced.

Lesson Five: Pearl Buck (Day 5)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will demonstrate comprehension of historical background concerning Pearl S. Buck.
 - b. The student will develop an awareness of historical background concerning events taking place in China during the time Buck wrote her novel.
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 3. Skill Objectives
 - a. Note-taking skills.
- B. *Materials*
1. Overhead Projector
 2. Notes on Pearl Buck (**see Appendix I**)
 3. *The Good Earth* class set

4. Copies of the Readers' Journals (**See Appendix A again**)
 5. Copies of "Ticket Out The Door" assessment
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. While showing the provided 2 column notes on the overhead, the students will take notes on Pearl Buck as the teacher lectures.
 2. Pass out books and Reader's Journal.
 3. Read Chapter One orally in class together.
 4. Teacher will model how to complete a Reader's Journal entry by doing several of Chapter One's together.
- E. *Assessment/Evaluation*
1. Teacher will assign "Ticket Out The Door" as a pop quiz with five random questions about Pearl Buck's life. (5 points)
 2. A more thorough evaluation will be done during the midterm exam.

Lesson Six: Married Life with Wang Lung (Day 6)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
Review from seventh grade: plot and setting, theme, point of view, conflict, suspense and climax.
 3. Skill Objectives
 - a. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
 - b. Formulate opinions based on reading and interpretation and defend them in a class discussion
 - c. Analysis of plot structure, point of view, writer's purpose
 - d. Keeping deadlines.

*****Source list for Research Paper Due Today*****

- B. *Materials*
1. Reader's Journal
 2. *The Good Earth*
- C. *Key Vocabulary*
1. impudence – bold disregard of others
 2. obeisance – movement of body in token of respect or submission
 3. volubly – easily rolling
- D. *Procedures/Activities*
1. Discuss Chapter 2 and Reader's Journal.
 2. Read Chapters 3, 4, & 5 and complete Reader's Journal aloud using the popcorn method for remainder of class. What doesn't get completed in class will be homework. (It has been experienced that class discussions are very lively and usually take up most of the period.)
- E. *Assessment/Evaluation*
1. Teacher will check for completion of Reader's Journal

Lesson Seven: Wang Lung Prospers (Day 7)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
 - b. Formulate opinions based on reading and interpretation and defend them in a class discussion.
 - c. Analysis of plot structure.
- B. *Materials*
 - 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
 - 1. consummate – to make complete by sexual intercourse
 - 2. querulously – habitual complaining
 - 3. idleness - not occupied
- D. *Procedures/Activities*
 - 1. Discuss chapters 3, 4, & 5 and Reader's Journal.
 - 2. Break into groups: Have each group come up with three ways that O-lan helps Wang Lung become prosperous.
 - 3. Groups share with class.
 - 4. Students read independently chapters 6, 7, & 8.
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding through group responses.
 - 2. Teacher will re-teach any area that students might have omitted.

Lesson Eight: Notecards (Day 8)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - c. The students will understand the different aspects of writing a research paper.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - c. Writing a Research Paper
 - 3. Skill Objectives
 - a. Analysis of plot structure.
 - b. Note-taking skills.
 - c. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
- B. *Materials*
 - 1. Reader's Journal

2. *The Good Earth*
3. Research materials
4. Index cards
- C. *Key Vocabulary*
 1. stolid - unemotional
 2. articulate – expressing oneself clearly
 3. loins – generative organs
- D. *Procedures/Activities*
 1. Discuss Chapters 6, 7, & 8 and Reader’s Journal.
 2. Students will work independently on notecards for Research Paper.
- E. *Assessment/Evaluation*
 1. Teacher will check for understanding while monitoring students compile notecards.
 2. Teacher will check for completion of Reader’s Journal.

Lesson Nine: Outlines (Day 9)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - c. The students will understand the different aspects of writing a research paper.
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - c. Writing a Research Paper
 3. Skill Objectives
 - a. Write an outline.
 - b. Complete a Reader’s Journal entry containing several questions for each chapter to be used for class discussion.
- B. *Materials*
 1. Reader’s Journal
 2. *The Good Earth*
 3. Outline Handout (**see Appendix J**)
- C. *Key Vocabulary*
 1. consternation - confusion
 2. albeit – even though
 3. gilded – overlay with gold
- D. *Procedures/Activities*
 1. Mini-lesson: Teacher will model how to write an outline by using the handout as an example.
 2. With the guidance of the teacher, students will practice writing an outline as a class using a chapter from *The Good Earth*.
 3. Read chapters 9 & 10 for tomorrow.
- E. *Assessment/Evaluation*
 1. Teacher will grade outlines for content and correct outline form (10 Pts.)

Lesson Ten: It's All About the Land (Day 10)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - c. The students will understand the different aspects of writing a research paper.
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - c. Writing a Research Paper
 3. Skill Objectives
 - a. Write an outline
 - b. Keeping deadlines.
 - c. Analysis of plot structure.
 - d. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion
- *** Notecards Due Today*****
- B. *Materials*
1. Reader's Journal
 2. *The Good Earth*
- C. *Key Vocabulary*
1. staidly - seriously
 2. chaff – debris separated from seed while thrashing
 3. frugal – thrifty with money
- D. *Procedures/Activities*
1. Discuss Chapters 9 & 10 and Reader's Journal.
 2. Work on outlines.
 3. Collect notecards.
 4. Assign Chapters 11 & 12 and Reader's Journal for homework.
- E. *Assessment/Evaluation*
1. Teacher will check for understanding of novel through class discussion.
 2. Teacher will grade notecards based on assigned criteria. (10 pts.)

Lesson Eleven: Evil Destiny (Day 11)

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire
 - b. Analysis of plot structure, point of view, writer's purpose
 - c. Critical thinking
 - d. Formulate opinions based on reading and interpretation and defend them in a class discussion.

- e. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
 - f. Work both independently and cooperatively to prepare short presentations to the class.
- B. *Materials*
- 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
- 1. gourmands – excessively fond of eating and drinking
 - 2. haranguing – to speak pompously
 - 3. gorge – to eat greedily
- D. *Procedures/Activities*
- 1. Discuss Chapters 11 & 12 and Reader's Journal.
 - 2. Break into groups: Teacher assigns each group to tackle the saying: "His destiny is evil and through no fault of his own." Have each group answer the questions: "Are some people born unlucky?" To what extent can people control their own fate?"
 - 3. Each group will share their thoughts with the class.
 - 4. Assign Chapters 13 & 14 and Reader's Journal for homework.
- E. *Assessment/Evaluation*
- 1. Teacher will check for understanding of novel through class discussion.
 - 2. Teacher will check for understanding by responses of groups.

Lesson Twelve: Chapters 13 & 14 and Review (Day 12)

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Note-taking
 - b. Keeping deadlines
 - c. Compare and contrast
 - d. Conflict and resolution
 - e. Recognizing symbolism, irony, satire
 - f. Analysis of plot structure, point of view, writer's purpose
 - g. Critical thinking

*****Formal Outlines Due Today*****

- B. *Materials*
- 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
- 1. castrated – rendered impotent
 - 2. peevish - irritable
 - 3. indignation – anger aroused by something unjust
- D. *Procedures/Activities*
- 1. Discuss Chapters 13 & 14 and Reader's Journal.
 - 2. Review for Midterm Exam.

3. Collect Formal Outlines.
- E. *Assessment/Evaluation*
 1. Teacher will grade formal outlines for content and form. (10 pts)
 2. Teacher will check for understanding of novel through class discussion.

Lesson Thirteen: Midterm Exam (Day 13)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The student will understand how to use specific literary terminology.
 - b. The student will demonstrate comprehension of historical background concerning Pearl S. Buck.
 - c. The student will develop an awareness of historical background concerning events taking place in China during the time Buck wrote her novel.
 - d. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire.
 - b. Critical thinking.
 - c. Conflict and resolution.
 - d. Complete one midterm, to show mastery of the novel, its vocabulary, its characters, its author, and its themes
- B. *Materials*
 1. Midterm Exam (**see Appendix K**)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Students will take exam.
 2. Students hand in Reader's Journal for midterm grade.
- E. *Assessment/Evaluation*
 1. Teacher will grade midterm exam. (100 pts)
 2. Teacher will grade Reader's Journal (150 pts)

Lesson Fourteen: Headline News! (Day 14)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - a. Characterization: flat and round; static and dynamic; motivation
 - d. Literary terms; irony, foreshadowing
 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire
 - b. Analysis of plot structure, point of view, writer's purpose
 - c. Critical thinking

- d. Formulate opinions based on reading and interpretation and defend them in a class discussion.
 - e. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
 - f. Work both independently and cooperatively to prepare short presentations to the class.
- B. *Materials*
- 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
- 1. dubious - doubtful
 - 2. respite – interval of rest
 - 3. prefect – high ranking official
- D. *Procedures/Activities*
- 1. Read Chapters 15, 16, & 17 in class.
 - 2. Break into groups: teacher assigns each group to create a title for each of the chapters read in class today that summarizes the main points.
 - 3. Complete Reader's Journal for homework. Plus, read Chapters 18 & 19.
- E. *Assessment/Evaluation*
- 1. Teacher will check for understanding of novel through class discussion
 - 2. Teacher will grade chapter titles based on assigned criteria. (10 pts).

Lesson Fifteen: The Pearls (Day 15)

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - c. Characterization: flat and round; static and dynamic; motivation
 - d. Literary terms; irony, foreshadowing
 - 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire
 - b. Analysis of plot structure, point of view, writer's purpose
 - c. Critical thinking
 - d. Formulate opinions based on reading and interpretation and defend them in a class discussion.
 - e. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
 - f. Work both independently and cooperatively to prepare short presentations to the class.
- Materials*
- 4. Reader's Journal
 - 5. *The Good Earth*
- B. *Key Vocabulary*
- 1. dotard – a person who is mentally retarded
 - 2. pendulous – suspended to swing freely
 - 3. deference – respect due an elder

- C. *Procedures/Activities*
 - 1. Discuss Chapters 18 & 19 and Reader’s Journal.
 - 2. Break into groups: teacher assigns each group the question about Wang Lung’s justification of giving O-lan’s pearls to Lotus Flower. Each group is to consider an alternate action Wang Lung could’ve done instead.
 - 3. Assign Chapters 20 & 21 and Reader’s Journal for homework
 - 4. Remind students that Rough Drafts the next day.
- D. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of novel through class discussion.
 - 2. Teacher will monitor group work and coach each group toward goal.
 - 3. Teacher will check for understanding by presentations groups make.

Lesson Sixteen: Peer Edits (Day 16)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - c. The students will understand the different aspects of writing a research paper.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - c. Writing a Research Paper
 - 3. Skill Objectives
 - a. Work both independently and cooperatively to prepare short presentations to the class.
 - b. Keeping deadlines.
 - c. Writing a research paper

***** Rough Drafts and Peer Edits Due Today*****
- B. *Materials*
 - 1. Reader’s Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
 - 1. reproach - disapproval
 - 2. insidiously – harmful, yet enticing
 - 3. quince – fruit from an Asian tree
- D. *Procedures/Activities*
 - 1. Discuss Chapters 20 & 21 and Reader’s Journal.
 - 2. Break into partners with peer editing sheets (**See Appendix L**).
 - 3. Have students peer edit and discuss rough drafts together.
 - 4. Assign Chapters 22 & 23 and Reader’s Journal for homework.
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of novel through class discussion
 - 2. Teacher will check peer editing sheets

Lesson Seventeen: Predictions (Day 17)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.

- b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - c. Characterization: flat and round; static and dynamic; motivation
 - d. Literary terms; irony, foreshadowing
 - 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire
 - b. Analysis of plot structure, point of view, writer’s purpose
 - c. Critical thinking
 - d. Formulate opinions based on reading and interpretation and defend them in a class discussion.
 - e. Complete a Reader’s Journal entry containing several questions for each chapter to be used for class discussion.
 - f. Work both independently and cooperatively to prepare short presentations to the class.
- B. *Materials*
 - 1. Reader’s Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
 - 1. murmurous – low and distinct
 - 2. derisive – use of ridicule to show contempt
 - 3. petulantly - rude
- D. *Procedures/Activities*
 - 1. Discuss Chapters 22 & 23 and Reader’s Journal
 - 2. Break into groups and give each group this premise: “While Wang Lung seems to be getting closer to the earth in these chapters, his sons seem to be doing the opposite. Make a prediction about what might happen in the story based on these differing attitudes.”
 - 3. Have each group report to the class their predictions and why.
 - 4. Assign Chapters 24, 25, 26 and Reader’s Journal for homework
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of novel through class discussion.
 - 2. Teacher will check for understanding of predictions by group presentations.
 - 3. Teacher will monitor group work and coach toward desired goal.

Lesson Eighteen: The “I Do’s” and “I Don’ts” of Arranged Marriages (Day 18)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Writing
 - b. Compare and contrast
- B. *Materials*
 - 1. Reader’s Journal
 - 2. *The Good Earth*

- C. *Key Vocabulary*
 - 1. fetid – offensive smell
 - 2. marauded - plundered
 - 3. dispatched – sent off
- D. *Procedures/Activities*
 - 1. Discuss Chapters 24, 25 & 26 and Reader’s Journal.
 - 2. Individually, students will write a short essay in class about their opinions of arranged marriages and how they would or would not work in today’s society.
 - 3. Assign Chapters 27, 28 & 29 for homework.
 - 4. **Remind students that Final Drafts of research paper are due the next day.**
- E. *Assessment/Evaluation*
 - 1. Teacher will grade essays with the “6 Traits of Writing” rubric (50 pts)
 - 2. Teacher will check for understanding of novel through class discussion.

Lesson Nineteen: The Research Paper Presentation (Day 19)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will understand the different aspects of writing a research paper.
 - 2. Lesson Content
 - a. Writing a Research Paper.
 - 3. Skill Objectives
 - a. Public speaking.
- B. *Materials*
 - 1. Research Papers
- C. *Key Vocabulary*
 - None
- D. *Procedures/Activities*
 - 1. Students will present their findings on their different topics about China.
- E. *Assessment/Evaluation*
 - 1. Teacher will grade Research Papers with rubric (200 pts) **(see Appendix M)**

Lesson Twenty: The Drug Debate (Day 20)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire
 - b. Analysis of plot structure, point of view, writer’s purpose
 - c. Critical thinking
 - d. Formulate opinions based on reading and interpretation and defend them in a class discussion.
 - e. Complete a Reader’s Journal entry containing several questions for each chapter to be used for class discussion.
 - f. Work both independently and cooperatively to prepare short presentations to the class.

- B. *Materials*
 - 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Discuss Chapters 27, 28 & 29 and Reader's Journal.
 - 2. Debate: split class into four groups and have them brainstorm about the justification of giving opium to the Uncle and his wife. Then have the students choose sides and informally debate the issue.
 - 3. Assign Chapters 30, 31 & 32 and Reader's Journal for homework.
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of novel through class discussion.
 - 2. Teacher will check for understanding by debates given in class.

Lesson Twenty-One: Themes (Day 21)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire
 - b. Analysis of plot structure, point of view, theme
 - c. Critical thinking
 - d. Formulate opinions based on reading and interpretation and defend them in a class discussion.
 - e. Complete a Reader's Journal entry containing several questions for each chapter to be used for class discussion.
 - f. Work both independently and cooperatively to prepare short presentations to the class.
- B. *Materials*
 - 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Discuss Chapters 30, 31 & 32 and Reader's Journal.
 - 2. Groups: Students break into small groups to start to determine three major themes for the book.
 - 3. Share Themes with class (**see Appendix N**).
 - 4. Assign Chapters 33 & 34 for homework.
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of novel through class discussion.
 - 2. Teacher will check for understanding of theme by using "Ticket Out the Door" pop quiz at the end of class.

Lesson Twenty-Two: Review for Final (Day 22)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - b. The student will understand how to use specific literary terminology.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Note-taking
 - b. Keeping deadlines
 - c. Compare and contrast
 - d. Conflict and resolution
 - e. Recognizing symbolism, irony, satire
 - f. Analysis of plot structure, point of view, writer's purpose
 - g. Critical thinking
- B. *Materials*
 - 1. Reader's Journal
 - 2. *The Good Earth*
- C. *Key Vocabulary*
 - None
- D. *Procedures/Activities*
 - 1. Discuss Chapters 33 & 34 and Reader's Journal.
 - 2. Review for Final Exam.
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of novel and review through class discussion.

Lesson Twenty-Three: Final Exam (Day 23)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will understand how to use specific literary terminology.
 - b. The student will demonstrate comprehension of historical background concerning Pearl S. Buck.
 - c. The student will develop an awareness of historical background concerning events taking place in China during the time Buck wrote her novel.
 - d. The student will read critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate theme.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - b. Elements of Fiction
 - 3. Skill Objectives
 - a. Recognizing symbolism, irony, satire.
 - b. Critical thinking.
 - c. Conflict and resolution.
 - d. Complete one final to show mastery of the novel, its vocabulary, its characters, its author, and its themes

- B. *Materials*
 - 1. Final Exam
 - 2. Pen/pencil
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Students will take Final Exam **(See Appendix O)**.
 - 2. Students turn in Reader's Journal for final grade.
- E. *Assessment/Evaluation*
 - 1. Teacher will grade Final Exam (100 pts.)
 - 2. Teacher will grade 2nd half of Reader's Journal (150 pts.)

Lesson Twenty-Four: Film (Days 23 & 24)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The student will watch the film critically and analytically to draw comparisons, make inferences, trace plot development, and evaluate t theme.
 - 2. Lesson Content
 - a. *The Good Earth* by Pearl S. Buck
 - 3. Skill Objectives
 - a. Compare and contrast.
- B. *Materials*
 - 1. 1937 Film *The Good Earth*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Watch film.
 - 2. Discuss differences and similarities.
- E. *Assessment/Evaluation*
 - 1. Teacher will check for understanding of similarities and differences through class discussion.

VI. CULMINATING ACTIVITIES

- A. The Research Paper: The students will make connections to Chinese culture that they read about in the novel.
- B. The Final Test: The students will make connections to the novel by answering analytical questions about the novel including characters and themes.
- C. The Film Version: The students will make connections to the novel and Chinese culture while observing the differences and the similarities from the novel.

VII. HANDOUTS/WORKSHEETS

- A. All handouts are highlighted throughout the unit. It will make things easier for the teacher if each appendix is listed where it is being used.
- B. Appendices included in this unit range from Appendix A-O.

VIII. BIBLIOGRAPHY

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- F. Auman, Maureen. *Step-Up-To-Writing*. Longmont, Colorado: Sopris West, 1999.

Appendix A, page 1
Reader's Journal for The Good Earth

Chapter 1

1. What are some things we learn initially about Wang Lung?
2. What kinds of food was he planning for his wedding supper?
3. Why didn't Wang Lung want his new bride to be pretty?
4. Describe how Wang Lung compares himself to the city dwellers.
5. Why does Wang Lung wear a braid?
6. We see the beginnings of vanity in Wang Lung with the beggar. Explain.
7. How does the gateman at the House of Hwang take advantage of Wang Lung?
8. What did Olan look like? How about her feet?
9. Describe the temple on the way home.
10. What was Olan's first duty when she arrived at her new home?
11. What were Wang Lung's initial feelings toward Olan?
12. Why did Wang Lung insult Olan's food preparation?
13. What was their wedding night like?

Chapter 2

1. Why does Wang Lung lie to Olan about putting tea into his father's water?
2. Wang Lung is all happy in bed the morning after, but then starts to wonder something... what?
3. How is Wang Lung now leading the good life?
4. What are just a few of the things Olan does to earn her keep?
5. What does the word "meet" mean in the context of this story?
6. What good news does Olan give Wang Lung in this chapter?

Chapter 3

1. What kind of help did Olan want for the birth of her first child?
2. Why do you think Olan wanted no help from the House of Hwang?
3. What goal does Olan have after giving birth to her first-born?
4. Why was Wang Lung shocked at Olan's goals?
5. What did men do at the tea houses?
6. What did Wang Lung do to celebrate the birth of his son?

Chapter 4

1. Why does Wang Lung go into the village in this chapter?
2. What was the superstition of being too fortunate?
3. When Olan returned to the fields shortly after the baby was born, what did she do with him?
4. What kind of year did Olan and Wang Lung have?
5. Describe Wang Lung's uncle.
6. What do noodles symbolize?
7. Why didn't Wang Lung and Olan go visiting very often?
8. What did Wang Lung do with his extra silver?

Chapter 5

1. What did Wang Lung do for good luck for the new year?
2. How did Wang Lung and Olan celebrate Chinese New Year?
3. Why didn't Olan think they should eat the decorative cakes?
4. How is vanity starting to show itself in this chapter?
5. Describe the differences in the two visits Wang Lung made to the House of Hwang.
6. What did Olan glean from her meeting with the Old Mistress?
7. On the way home and to avert bad luck, what did Wang Lung do?
8. What great idea does Wang Lung get on the way home from the House of Hwang?

Chapter 6

1. What was Wang Lung's first feeling when he took his silver from its hiding place?
2. How far away was the new land?
3. When Wang Lung goes to acquire the land, why didn't the gateman want to disturb the Old Lord?
4. Describe the negotiation process for the land.
5. What does the land symbolize to Wang Lung?
6. What was Wang Lung's attitude toward Olan's news of a second pregnancy?

Appendix A, page 2

7. How was the second birth different from the first?
8. How much rice was harvested from the new field?
9. Why are people starting to talk about Wang Lung now?

Chapter 7

1. More problems are emerging with Wang Lung's uncle. What are they?
2. What did the uncle's wife say his destiny is?
3. How does the uncle get what he wants from Wang Lung?
4. How does Wang Lung now feel about his uncle?
5. What very astute thing did Olan observe and say about the uncle?

Chapter 8

1. What is beginning to happen to Wang Lung's good fortune and why?
2. When did Wang Lung sell his grain this harvest-time?
3. Which field did the best?
4. What big step did Wang Lung decide to take in this chapter regarding land?
5. What are some of the lusts of the people in the House of Hwang?
6. What did Olan tell Wang Lung about the girl-child?
7. Since food is scarce, the ox must be butchered, but why can't Wang Lung do it?
8. What is Wang Lung's only source of comfort?

Chapter 9

1. Why is Wang Lung now cursing the gods?
2. What does Wang Lung feel for his "fool girl"?
3. Who was fed first if there was any food to be had?
4. What news does Ching have from the village?
5. Where does Wang Lung decide to take his family?
6. What did Ching give to Wang Lung's family?
7. What does Olan do with her most recent newborn?
8. What was Wang Lung's encounter when he buried the baby?
9. When Wang Lung saw his uncle again, how did he look?
10. What proposition did Wang Lung's uncle have for him?

Chapter 10

1. How were Wang Lung and family doing on the beginning of their journey?
2. What is a firewagon?
3. How did Wang Lung get his silver?

Chapter 11

1. How far could two pieces of silver get the family?
2. What did Wang Lung buy with the leftover money?
3. What did he hear he needed to save a little money for?
4. How was Wang Lung to make money in the southern city?
5. What peek into Olan's past do we get when they arrive?
6. Wang Lung is naïve, but soon learns not to carry food. Why?
7. What made Olan an effective beggar?
8. What did Wang Lung end up doing for money?
9. How does Wang Lung's naiveté show again?
10. Who were the only people Wang Lung found he could take advantage of?

Chapter 12

1. What is the analogy that Wang Lung makes about his life in the city?
2. What are the differences between the two cities of Anhwei and Kiangsu?
3. What does Wang Lung think about the rich American he encounters?
4. What were Wang Lung's boys learning to do?
5. Why wouldn't Wang Lung eat the meat?
6. What did he do to his son?

Chapter 13

1. What was the grandfather doing these days?
2. In order to get money to get back to their land, what does Olan propose to do?

Appendix A, page 3

3. Why can't Wang Lung go along with this proposal?
4. What does Wang Lung say about the rich man on the other side of the wall?

Chapter 14

1. What is the difference between how Wang Lung thinks and how the other men around him think?
2. How does Wang Lung refer to the men around him?
3. How do the men respond to Wang Lung?
4. Who was the foreigner that Wang Lung picks up in his ricksha?
5. What did he give to Wang Lung and how do Wang Lung and his father interpret it?
6. What is the second picture he sees, and what does it represent?
7. How does Wang Lung show his simple nature by something he asks?
8. What did Wang Lung use the paper for and what could that represent?
9. What are the mysterious happenings that Wang Lung witnesses and what did they mean?
10. What did Wang Lung do when he saw these things happening?
11. What was the biggest reason that Wang Lung was scared?
12. What was Wang Lung tempted to do to leave this evil city?
13. How did Wang Lung change his work behavior?
14. What were the rich people starting to do now?
15. What changes Wang Lung's mind about selling the "little fool"?
16. What happens at the great rich man's house?
17. What was Wang Lung's reaction to what was going on?
18. Could you really call what he did stealing? Why or why not?

Chapter 15

1. What did Wang Lung buy before he left the south?
2. What was Wang Lung's approach when buying the ox?
3. What is the first sign that Wang Lung is acting that of a rich man?
4. What was the condition of their house?
5. Who had lived in Wang Lung's house over the winter?
6. How had Ching changed?
7. What happened to Wang Lung's uncle?
8. What's wrong with Olan at the end of the chapter?

Chapter 16

1. What does Wang Lung discover that Olan has?
2. How did Olan know where to find them?
3. Which ones did she decide to keep?
4. How has the House of Hwang changed?
5. Who is now really in charge of the House of Hwang?
6. Why did Wang Lung have a hard time doing business with this person?

Chapter 17

1. Who did Wang Lung hire to help him with all his new acquired land?
2. Why wouldn't Wang Lung let Olan work in the fields anymore?
3. What did Olan give birth to this time?
4. What were some other changes on the farm?
5. After the end of the fifth year, what was Wang Lung doing, and why is this ironic?
6. What are some of the implications of Wang Lung's new duties?
7. Why would Wang Lung become embarrassed when doing business dealing?
8. Because of this embarrassment, what does he decide to do with his two boys?
9. What could be the real or underlying reason he makes this decision?

Chapter 18

1. After seven years go by since they came back from Kiangsu, what happens?
2. Why wasn't Wang Lung afraid?
3. During this time, Wang Lung becomes what?
4. How does he look at Olan now?
5. What does it mean that Olan has a fire in her vitals?
6. Where does Wang Lung start to visit?
7. What does he do there?
8. Who does he run into there?

Appendix A, page 4

9. And what is her occupation now?
10. How does this visit change Wang Lung?

Chapter 19

1. If there hadn't have been a flood, then Wang Lung would not have what?
2. What makes Wang Lung feel better after he is stung by cruel references to his only being a farmer?
3. Describe Lotus and Wang Lung's encounter with her.
4. Why can't Wang Lung be content with Lotus?
5. What did Lotus get Wang Lung to do?
6. How did Olan react to his action?
7. How is Wang Lung changing to be more like the Old Lord?
8. What does Wang Lung ask Olan for at the end of this chapter and why?

Chapter 20

1. During this chapter, who suddenly shows up?
2. How does Wang Lung react?
3. Why can't Wang Lung stop what's going on in his own home?
4. Who's the person who figures out that Wang Lung is seeing Lotus?
5. After Wang Lung hears this, he makes a brazen decision. What is it?
6. What was Wang Lung willing to pay to make his decision happen?
7. What is Wang Lung and Olan's relationship now?
8. How does Olan react to the news of another woman?
9. Who comes with Lotus?
10. Describe Lotus's entrance
11. What does the uncle's wife say about Lotus?

Chapter 21

1. What was the trouble between Olan and Cuckoo?
2. What is the conflict between Wang Lung and himself?
3. What kind of foods did Lotus and the uncle's wife eat?
4. How does the Old Man react to Lotus?
5. What is Wang Lung's no-win situation?
6. How does Lotus feel about Wang Lung's children?
7. Why does Wang Lung finally get angry?
8. What does Wang Lung do at the end of this chapter that seems like his old self again?

Chapter 22

1. What happened to Wang Lung's sickness of love?
2. How has Wang Lung changed toward Lotus?
3. Respect around town is growing for Wang Lung; why?
4. After Wang Lung and Eldest Son are finished at the market, what does Wang Lung decide to do for him?
5. Why wouldn't Wang Lung let his uncle's wife help him?
6. What is happening to the son?
7. What is Olan's insight about the lad?

Chapter 23

1. Lotus connects Wang Lung with whom in order to get a match for the eldest son?
2. Who was the mediator, or the go-between, in this transaction?
3. Wang Lung was moving slowly on this endeavor until what happened with the son?
4. On whom does Wang Lung blame his son's bad behavior?
5. What does Wang Lung do to thwart this behavior in the future?
6. What does Wang Lung find out about the uncle?
7. What kind of thoughts is Wang Lung having now about the uncle?
8. When will his son be able to marry?
9. Wang Lung has had it, so what does he do to soothe him?
10. What disaster comes at the end of this chapter?

Chapter 24

1. Why does the oldest son want to go to school in the south?
2. Why is Wang Lung angry with the boy?

Appendix A, page 5

3. What's been going on with Lotus?
4. What hasn't Wang Lung noticed about Olan lately?
5. What news does Olan tell Wang Lung about their first born?
6. How does he react and what does he do?

Chapter 25

1. After the eldest son leaves, what does Wang Lung do for the second son?
2. What did the grain dealer and Wang Lung think could happen in the future?
3. What was Wang Lung's daughter doing when he came home and why?
4. Wang Lung is starting to figure out what about Olan?

Chapter 26

1. With Olan bedridden, who takes over?
2. With all that was going on, what would happen to the little fool?
3. In times of sickness, it was Wang Lung's duty to do what?
4. After all this time, show how Wang Lung is finally getting to know his wife.
5. Who does Olan call in to see her?
6. Who moves into the home now and why?
7. Describe the wedding preparations.
8. After the two deaths, Wang Lung pays to find what for the burial?
9. What would happen when the priests would stop chanting?
10. What was Wang Lung's biggest regret concerning Olan?

Chapter 27

1. Since Wang Lung is rich, how has he changed his attitude toward the gods?
2. While everyone starved for two years, who got more food?
3. How did Wang Lung act like the Old Lord when people were starving?
4. Why wasn't Wang Lung looted?
5. What does the uncle start to do again to get what he wants from Wang Lung?
6. Why does the eldest son hate his cousin?
7. What was the last straw in regards to Wang Lung's hatred of his uncle's family?
8. What did Wang Lung and his eldest son decide to do about his uncle?
9. What does Wang Lung decide to do with his normal daughter?

Chapter 28

1. How did Wang Lung get his uncle and his wife to smoke opium?
2. What news does Wang Lung get that comforts him?
4. What was the reason that Wang Lung bought the little girl slave?
5. What is still going on between the eldest son and the cousin?
6. What is the eldest son's attitude toward his wife and how does it differ from Wang Lung's beliefs?
7. What kind of man did the second son turn out to be?
8. What kind of wife did the second son request?

Chapter 29

1. Where does Wang Lung decide to move his family?
2. What does Wang Lung long for more than anything?
3. Wang Lung takes the next step to becoming an Old Lord; what is it?
4. Finally the cousin grows restless, so where does he go?
5. Now that Wang Lung has a new house, what else does he start to do?
6. What are the differences between when daughter-in-law gave birth and when Olan did?
7. How did Wang Lung react to Ching's death?

Chapter 30

1. How does Wang Lung spend his days now?
2. Why is the eldest son never content?
3. What is Wang Lung's biggest fault when it comes to his children?
4. What is happening to Wang Lung's money?
5. Who puts a stop to all the spending and keeps account of all money?
6. Why does this person do this?
7. Wang Lung finds out something about his third son; what is it?
8. After awhile, how many children were living in the great house?
9. What happens to Wang Lung's uncle?

Appendix A, page 6

10. What was the request of the uncle's wife?
11. What nice thing did Wang Lung do for the uncle's wife before she died?

Chapter 31

1. How does Wang Lung react to the news that war is growing nearer?
2. Who comes back to town, and whom does he bring with him?
3. The visitors decide to stay with Wang Lung. Why doesn't he stand up to them?
4. What does Wang Lung and his sons do with the women in the house?
5. What kind of trouble does the cousin stir up with the wives?
6. What do the men do to the house?
7. What did Wang Lung's family decide to do to calm down the cousin?
8. What did the cousin want?
9. On what terms does the cousin leave?

Chapter 32

1. Why was Wang Lung happy that the nephew's woman had a girl?
2. What did the nephew's woman want from Wang Lung?
3. Who did Wang Lung arrange to marry her?
4. Why doesn't Wang Lung have peace again?
5. Why is Lotus mad at Wang Lung?
6. What does the youngest son say he is off to do?
7. Why doesn't Wang Lung get the concept of "free"?
8. What makes Wang Lung jealous?

Chapter 33

1. Wang Lung is up to his wicked ways again. What is he doing?
2. Who figures out what he is doing first?
3. How does Lotus get over the news?
4. How does Wang Lung tell the news to his sons?
5. How does Wang Lung see his eldest son now?
6. Where does the youngest son go?

Chapter 34

1. Since Wang Lung has lost the friskies, what is Pear Blossom to him now?
2. What does Wang Lung ask Pear Blossom to do for him after he dies?
3. Wang Lung is getting old. What does he spend most of his time doing now?
4. What does Wang Lung have his son bring him?
5. Where does Wang Lung live now?
6. How has Wang Lung come full circle from where he began?
7. How have his sons not come full circle?

Appendix B, page 1
Writing The Research Paper...
It's Not As Scary As It Sounds!

II. Choosing a subject

1. You will be assigned a topic concerning life in China.
2. The timeline will be during the 1920's and 1930's.
3. Using that timeline, you will focus on the assigned topic.

After having a broad topic, it will be your job to narrow it down to something manageable after doing some basic research.

1. Begin by checking in the library for books and articles **AND** the internet. (**Not either or!**)
2. Make sure that you've narrowed down your topic enough so that you may find adequate information.
3. Do not narrow down topic too much for you may begin to have difficulty in finding enough information.

Begin to pre-write as you have in any paper you've done this year

1. Webbing
2. Freewriting
3. Listing

Gathering Information

1. Find books, magazines, websites, primary source documents, encyclopedias, etc.
2. You must use at least 4 (3 different) types of sources.
3. You may only use two websites as sources.
 - a. Make sure that your internet source is reliable.
 - b. Any websites used must be printed out and attached to the final report.
4. Review the sources you find – be familiar with the information
5. Ask questions
 - a. Write some basic questions you would like to answer through your research.
 - b. This helps to organize the direction of your research.
 - c. Put one question at the top of a separate notecard.
 - d. Put any fact related to the question on that notecard as you go through your research.
 - e. Then put the source of that research on the back of same notecard.
6. Select a main point
 - a. Arrange and organize the information you have found.
 - b. Look at where the research is pointing you.
 - c. What do you have the most information about?
 - d. Arrange your cards in the best possible order in accordance with the main point you chose.

The Outline

1. Sketching out the Informal Outline
 - a. List the questions at the top of your notecards in the order you have arranged them.
 - b. Leave enough space to fill in the facts about each question.
2. Write your Formal Outline (**must be typed!**)
 - a. Have short clear sentences
 - b. Questions are the main idea and follow the Roman Numerals
 - c. Details under each main idea should follow capital letters
 - d. Sub-details may be numbered, and then lowercase letters.

I. The Hard Part is Over!

Questions to consider:

1. Define audience.
2. What does the audience want to know? (New and interesting ideas!)

Appendix B, page 2

3. What does the audience want to learn? (Surprises and details!)
4. How is your audience going to understand? (Clarification)

Writing the body of your paper.

1. Follow your outline when writing.
2. Each main idea is the topic sentence of a paragraph. (Yellow)
3. Details to support become the sentences in your paragraph. (Red)
4. You can add other facts as you write.

Writing the opening paragraph (Green)

1. The opening paragraph must include your thesis statement for the paper.
 - a. This should be the best sentence you've ever written! (Bold)
 - b. It should be clear, concise, and to the point.
 - c. It will state the main purpose of your paper.
2. Start with something interesting and catchy.
 - a. Just because this is a research paper doesn't mean it has to be boring!
 - b. As with any paper, your lead should pull your reader in and make them want to continue reading.

Writing the closing paragraph (are we done already?)

1. Summarize the main points in a fresh way.
2. Use a strong closing sentence – no “so in conclusion...”

II. Revision... (oooooh, that nasty word!)

A. Take your time and do it right!

1. This is the most important step in the writing process.
2. This is where you will catch mistakes and add new information you might have forgotten.

B. Introduction – Check for:

1. Attention getter.
2. Introduction of topic (thesis statement)

C. Body Paragraphs – Check for:

1. Clarity
2. One main point per paragraph and supporting details.
3. Paragraphs arranged in logical order.

D. Conclusion – Check for:

1. Summarization of main points.
2. A closing statement that is new and unique
3. Remember to always write a research paper in 3rd person (no you's, me's or I's. Your opinion is **NOT** important!)

III. Editing

A. Accuracy

1. Make sure that if you write it, you can prove it.

B. Giving Credit

1. You must cite your sources (see “Works Cited” handout)
2. Using quotations properly “ “
3. Referencing of ideas “

C. Final Copy

1. Typed – Doubled spaced, 4-5 pages. (No more than 5!)
2. No spelling or grammar mistakes (use spell and grammar check!)
3. Professional, publishable work in a clear plastic folder (can purchase at Office Max or Office Depot)

Appendix C Helpful Hints for Writing Your “China” Research Paper

Research

- Do not wait until the last minute to do research, or else all source material will be gone.
- Do not limit yourself to internet research - only two websites may be used.
- Use the local library.
- Consider using magazines, books, encyclopedias, interviews, and films and sources.
- Remember you need four kinds of sources (3 DIFFERENT). Not 4 books, or 4 websites, or 4 newspaper articles, etc.

Notecards

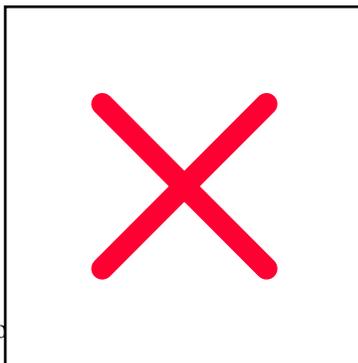
- When writing notecards, think of a question that you would like to answer.
- Write that question at the top of the notecard.
- You will need to formulate seven or eight questions that are all related directly to your topic.
- Read through your sources. When you find a fact that relates to one of your questions, write the fact on the lined-side of the notecard.
- Every time you write a fact, flip the card over and write down the source, so fact #1 will correlate with source #1 and so on.
- At least five facts should be on each notecard.

Title Page

- Title of paper, centered and in the middle of the page.
- Your full name, English 8A or 8B, the date - all in the bottom right-hand corner.
- You may include a picture that relates to your paper, but do not make it too overwhelming.

Outline and Drafting

- Organize your notecards so that the questions on the top are in an order that makes sense. (chronological, linear, logical, etc.)
- Rephrase the questions into statements in order to create good topic sentences.
- Use the facts on each notecard as the bullet points under your topic sentence.
- When writing your draft, use the questions on the top of each notecard as the topic sentence of each body paragraph. This provides at least 7-8 body paragraphs.



Appendix D
Topics for Research Paper

The objectives for you writing this research on China are the following:

1. To familiarize you with an aspect of China's culture during the time period in which The Good Earth was written.
2. To gain an overall knowledge of where Wang Lung, the main character in the book, obtains his ancestry.
3. To research a topic and then be able to apply your new knowledge in a well-written research paper.

Everyone will be writing his or her paper on a different topic. The topics given are below. We will have a drawing to choose topics. Good Luck!

1. Food
2. Religious temples
3. Superstitions
4. Architecture
5. Peasant Dress
6. Upper class Dress
7. Art
8. Music
9. The Rice Harvest
10. The Chinese writing of characters
11. Rickshas
12. Literature
13. Sports
14. Games
15. Entertainment
16. Medicine and Health
17. Religion
18. History of government
19. Customs
20. Fishing industry
21. Foot binding

Appendix E Research Paper Due Dates

To preserve your sanity and to keep you on top of things, you will have mini-due dates throughout the entire project. Each due date is worth 10 points - minus one point for each day late. For those procrastinators out there, this will really help you! It will keep you from pulling an all-nighter, thus producing a shoddy paper. Remember, you want to do well, as this project is worth 200 points. You will have approximately four weeks to finish this product. I know this all seems daunting right now, but if you follow the procedure, step-by-step, you will have no worries! (I promise!)

When you've completed the following steps, I will initial in the space provided. You may not go on, until given credit for the one prior.

Wednesday, April 17th: _____

Library day - you will have the entire class period in which to do research.

All other research will be done as homework (you will become good friends with the Longmont Library!)

Thursday, April 18th: _____

Brainstorming on topic done. Narrowed down and thesis statement started.

Wednesday, April 24th: _____

Source list due - at least four sources (3 DIFFERENT types) must be used. Only two website sources may be used.

Wednesday, May 1st: _____

Notecards are due - At least 15 notecards complete with details

***** Hint: write down your sources on the back of your notecards so you can find out easily where each fact came from. *****

Monday, May 6th: _____

Typed, formal outline due - see "Research Paper" handout.

Friday, May 10th: _____

Typed, rough draft due, including works cited page. See "Works Cited" handout.

Friday, May 10th: _____

Peer edit due.

Friday, May 17th: _____

Final draft due, including title page and works cited page, bound neatly in clear plastic folder. This piece of paper proving all work completed.

Appendix F

Name_____

Ticket Out The Door

An important concept I learned today was:

1. _____
2. _____
3. _____
4. _____
5. _____

Name_____

Ticket Out The Door

An important concept I learned today was:

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix G Tips For Writing a Thesis Statement

Once you have discovered what truly interests you about your subject, you are ready to write a thesis statement. *This statement serves as the controlling idea for your research and it expresses what you believe your research will prove.*

- An effective thesis statement tells readers specifically what you plan to write about in your paper.
- It serves as a personal guide to keep you on track as you research your subject.

Process at Work

- A thesis statement usually takes a stand or expresses a specific feeling or feature of your subject.
- Write as many versions as it takes to hit upon the one that sets the right tone for your writing.
- The following formula should be used to form your thesis statement:

A specific subject (*The Great Wall of China*)
+ a particular stand, feeling, or feature (*was specifically built as a defense system.*)
= and effective thesis statement

Sample Thesis Statements:

1. What is the Great Wall of China and why was it built? **OR**
2. Certain political forces were at work when the Great Wall of China was being developed as a defense system.

Thesis Checklist

Make sure your thesis statement...

- _____ identifies a limited, specific subject
- _____ focuses on a particular stand, feature, or feeling about the subject
- _____ is stated in a clear, direct sentence (or sentences)
- _____ can be supported with convincing facts and details
- _____ meets the requirements of the assignments

Appendix H, page 1 It Used To Be...A Bibliography!

Now when you list all your sources, it's called a works cited page, and you will be responsible for including one with your research paper. Unlike a simple bibliography, there are also a few more steps that you'll use as you write your paper to ensure a proper works cited page; they're called parenthetical notations. Well, are you confused yet? Let's sort it out.

1. When you use sources, books, encyclopedias, websites, etc., you are using someone else's ideas. Even if you rewrite those ideas in your own words, they are still not your ideas. So, you must give the author credit for what he originally wrote.
2. It's very simple to give credit when using information or ideas belonging to someone else. Here's an example:
 - Here's a passage taken directly from a book written by one author:
"Your workplace needs to be in an area that allows you to think. Separate yourself from the noise of radios and televisions and the voices of other people."
 - Now, let's say you're writing a paper on how to study and you want to paraphrase this information and include it. You would write something like:
In order to think clearly and be organized, a student needs a space to work that is free from distractions.
 - Okay, but there is just one thing - those still are not your ideas! So what can you do to avoid plagiarism? (which is a crime by the way!)
 - Simple! All you have to do is write exactly what you wrote above. However, at the end of the last sentence in the group of sentences including the ideas from one source, you need to include two pieces of information in parentheses: ***the last name of the author and the year the material was written. This is called parenthetical notation.***
 - In other words:
In order to think clearly and be organized, a student needs a space to work that is free from distractions (Young, 1977).
***** Notice that the period goes at the end of the parenthetical notation!*****
 - If you have more ideas, or even a whole paragraph where the original ideas came from the same source, you would only use the parentheses once - at the end of the sentences containing ideas from the same source.
3. You must use parenthetical notation because:
 - You will be plagiarizing, which is in essence, stealing.
 - If you plagiarize now, you will not learn how to avoid it, or even recognize it.
 - Plagiarism is serious in middle school, however, it gets even more serious in high school and college most times resulting in a failing grade.
4. Once you have written your research paper and have included parenthetical notations throughout, you will need to write a works cited page that gives more information about each source you list inside the paper. Here is a guideline to follow. Make sure to punctuate ***exactly*** as is shown. This is an excellent resource for you to keep for high school. Believe me, it will come in handy.

Appendix H, page 2

*****Note the specific punctuation, indentation, and abbreviation. It is necessary to alphabetize a list of citations by author. Do not indent the first line. If the information wraps onto more than one line, indent the next line/s.*****

Book with one author:

Author's Last name, First name and Initial. Title underlined. Publication location:
Publishing Company, year.

Ex:

Townsend, Robert M. The Medieval Village Economy. Princeton: Princeton UP,
1993.

Book with an editor:

Editor's Last name, First name and Initial. Title underlined. Publication location:
Publishing Company, year.

Ex:

Macrae, Murdo William, ed. The Literature of Science; Perspectives on Popular
Science Writing. Athens: University of Georgia Press, 1993.

Journal/Magazine Article

Author's last name, First name and Initial. "Title of Article." Journal/Magazine
Title Underlined Volume number (year): Article page numbers.

Ex:

Yeh, Michelle. "The 'Cult of Poetry' in Contemporary China." Journal of Asian
Studies 55 (1996): 51-80.

Newspaper Article:

Author's last name, First name and Initial. "Title of Article." Newspaper
Title Underlined [city, if applicable] day month year, edition if
applicable: Article page numbers.

Ex:

Taylor, Paul. "Keyboard Grief: Coping with Computer-Caused Injuries."
Globe and Mail [Toronto] 27 Dec. 1993: A1+

Online Article:

Author's last name, First name and Initial. "Title of Article." Article's
original source and publication date: page numbers. Product name. Site publisher. Date
researcher visited the site. <URL>

Ex:

Lanken, Dane. "When the Earth Moves." Canadian Geographic March-April 1996:
66-73. MasterFile Premier on-line. EBSCO Publishing.
15 Apr. 1998 <http://www.epnet.com/ehost/login.html>

Appendix H, page 3

Lecture:

Speaker's Last name, First name and Initial. "Title of the presentation (if known)." The meeting title (if given). The sponsoring organization (if given). Location. Day Month Year.

Ex:

Atwood, Margaret. "Silencing the Scream." Boundaries of the Imagination Forum. MLA Convention. Royal York Hotel, Toronto. 29 Dec. 1993.

Interview:

Interviewee's Last name, First name and Initial. "Title of the interview (if given)."
Title of the independently published interview (if given). Interview (if untitled) with interviewer's name (if pertinent). Radio, TV Program, or Journal Title. Program producers (if pertinent). Day month year, edition (if radio, TV, or Periodical). Publication location: Publishing Company, year (if given): Page numbers (if given).

Ex:

Gordimer, Nadine. Interview. New York Times. 10 Oct. 1991, late ed.:C25

Website:

Title of the Website. Editor's First and Last name (if given). Name of sponsoring organization. Day month year accessed <URL>.

Ex: (The Website used for this handout!)

The University of Arizona SABIO Website. The University of Arizona library.
1 Apr.2002
http://dizzy.library.arizona.edu/library/type1/tips/data/cite_mla.html

Appendix I, page 1
Pearl Buck Biography

Early years

Born: June 26, 1892 in her grandmother's West Virginia home.

Was the fourth of seven children to Caroline & Absalom Sydenstricker.

Moved to China when she was only 3 months old with her missionary parents.

Pearl grew up among farming peasants in Chinkiang, a small village.

Pearl's first language was Chinese, & she grew up with the customs & traditions of China.

Her Chinese nurse told her the Buddhist & Taoist legends & these were her first literary influence.

The other strong influence in her life was her mother, who taught her the English language and told her stories of America.

As a child, Pearl studied Confucian philosophy & Chinese history.

Later she worked in an institution to rehabilitate slave girls who had fled from cruel owners.

She & her family had to flee from their village to the seacoast during the Boxer Rebellion because of Western imperialism.

Militias were formed saying, "Protect the country, destroy the foreigners."

They were persecuting Christians, so the family had to stay in hiding for awhile.

Her father was made to witness a woman whom he had converted get stoned to death for her beliefs.

Middle years

1910 - Pearl returned to the U.S. to earn a degree at Randolph-Macon Women's College in Lynchburg, VA.

Appendix I, page 2

Initially, she found American girls frivolous to a fault, but she soon came to admire them for their freedom & spontaneity.

Pearl studied Philosophy & graduated in 1914.
(Appendix I)

She stayed to teach, but had to leave after one semester to go back to China & her ill mother.

She took her mother's place as a counselor to Chinese women. Listened to their viewpoints & helped them to solve their problems.

May 13, 1917, Pearl wed John Lossing Buck, an agricultural missionary.

They led a very unhappy life together. She admitted later that she married him because it had been expected of girls her age at the time.

1920-1933 The Bucks lived in Nanking where they were both employed at the University.

1921 - Pearl gave birth to her only natural child... Carol. She was afflicted with the disease PKU, and so therefore was mentally retarded. Pearl came back to the U.S. to put Carol in a full-time care facility in New Jersey.

Later Years

In 1930, Buck began to really get involved with writing. She started writing articles, then novels.

Pearl made the decision to move back to the U.S. permanently in 1934.

Pearl divorced John Buck in 1935 after falling in love with her publisher, Richard Walsh. The couple bought a home in Pennsylvania. They lived at Green Hills Farm with their six adopted children.

It was at this residence that she would write over 100 works before her death.

The *Good Earth* was published in 1931.

Was on the best seller's list for 21 months & won the Pulitzer & the Nobel Prizes.
She died of lung cancer on March 6, 1973.

Appendix J
How to Write an Outline

First, write down *Subject*: Things in China

Second, write down *Topic (Thesis)*: There are many factors that determine China's economic and political conditions.

Then, you may start your outline:

- I. Defense
 - A. Armed forces
 - 1. Navy
 - 2. Air force
 - 3. Foreign troops
 - B. History of wars
 - 1. Boxer Rebellion
 - 2. Japan
 - 3. WWII
- II. Agriculture
 - A. Characteristics of Chinese agriculture
 - 1. Intensity
 - a. cultivation
 - b. period of time
 - 2. Regions

In other words.....

- I. Sub-Topic
 - A. Supporting detail
 - 1. Specific example
 - a. Well-defined fact

Appendix K, page 1

Name _____

The Good Earth Midterm Exam
(Chapters 1-14)

Answer the following questions about Pearl Buck:

1. At what age was Pearl taken to China?
2. In what profession were her parents?
3. Who were the two strongest influences on Pearl?
4. What famous philosopher did Pearl study?
5. When Pearl was young, why did her family have to flee to the seacoast?
6. What tragic event did Pearl's father have to witness?
7. When Pearl came back to the U.S. for college, what were her feelings of American girls? How did they change and why?
8. Why did Pearl go back to China after she graduated from college and had already accepted a position as a teacher?
9. When Pearl returned to China, what was her job?
10. Why did Pearl marry John Lossing Buck?
11. What did Pearl's husband do for a living?
12. What was wrong with their only daughter Carol?
13. While Pearl was writing in the late 1920's and early 30's she published many articles, short stories and novels. While corresponding with her publisher about The Good Earth, what happened that would change Pearl's life?
14. How many months was The Good Earth on the best seller's list?
15. What two prizes did Buck win for her famous novel?

Appendix K, page 2

Characters

Match the following characters with their descriptions:

- | | |
|--------------------------------|---|
| 1. ____ O-lan | A. Never developed mentally due to famine |
| 2. ____ Wang Lung | B. Symbolizes the way Chinese elderly are respected |
| 3. ____ Wang Lung's Uncle | C. A realist and a survivor |
| 4. ____ Wang Lung's Father | D. A man Wang Lung resents |
| 5. ____ The Uncle's Wife | E. Has a deep relationship with the earth |
| 6. ____ Ching | F. Possesses concubines |
| 7. ____ Eldest Daughter | G. A fat gossip and lazy wife |
| 8. ____ The Old Lord Hwang | H. An opium addict |
| 9. ____ The Old Mistress Hwang | I. Wang Lung's neighbor |
| 10. ____ The Gateman | J. Sees to the affairs of the House of Hwang |

The Good Earth short answers

1. List three examples from the book of how Wang Lung shows his vanity. (Why it is important to him what others think.)
 - a.
 - b.
 - c.
2. a. What does Wang Lung's braid symbolize to him?

b. What does the braid symbolize to others?
3. How does O-lan show strength of character? How does she demonstrate that she is a realist? List three examples from the book.
 - a.
 - b.
 - c.
4. Superstition and luck are often talked about in the book. What are three things that Wang Lung does to ward off evil spirits or bad luck?
 - a.
 - b.
 - c.
5. Talk about the series of events the day O-lan gave birth for the first time. You should come up with at least four different occurrences.
 - a.
 - b.

Appendix K, page 3

- c.
- d.
6. Write about the differences between Wang Lung's first visit to the House of Hwang and his second visit a year later.
7. Describe Wang Lung's uncle and his major problem concerning his uncle.
8. What are the three major lusts of the House of Hwang?
 - a.
 - b.
 - c.
9. Why is Ching important to Wang Lung?
10. What is a "firewagon"?
11. Wang Lung is naïve in many ways when he gets to the big city of Kiangsu. Write about a specific example where he was taken advantage of.
12. Why doesn't Wang Lung want to beg for money like the rest of the men?
13. Discuss the differences between Anhwei and Kiangsu.
14. When Wang Lung's son stole some pork for dinner how did Wang Lung react and why?
15. What were the differences between what the men talked about concerning money and how Wang Lung thought?
16. Wang Lung encountered white foreigner who gave him a picture of a man hanging on a cross. Who was this man and how did Wang Lung interpret the picture?
17. A second man approached Wang Lung with a picture of a fat man repeatedly stabbing an already dead man. What did this picture symbolize and why didn't Wang Lung understand the concept?
18. What did Wang Lung do with the paper the man gave him and what does this action symbolize?
19. Why were men being seized by soldiers and taken away against their will? What did Wang Lung do about this?
20. Wang Lung misses his land so much that he considers doing something drastic. Why does he finally choose NOT to take this course of action?
21. Throughout the book, Wang Lung has demonstrated a soft heart and high morals and ethics. How does the last scene with the fat man contradict his previous behavior?

Essays

Each essay is worth 5 points. Please use examples from the book where applicable and use the green, yellow, red format when writing each paragraph. Each question should be a least one paragraph. Indentation and the conventions of grammar and spelling will be graded as well so take your time and do a thoughtful job.

1. Wang Lung's aunt explains her husband's lack of prosperity by saying, "His destiny is evil and through no fault of his own." Are some people born unlucky? To what extent do you think people can control their own fate?
2. The birth and death of O-lan's fourth child shows how desperate the family's situation is. Do you think the outcome would have been different had the child been a boy? Why or why not?

Appendix L

Author of paper _____

Peer Editor _____

Research Paper Peer Editing Checklist

A. Introduction - check for:

- 1. Attention getter _____
- 2. Introduction of topic _____
- 3. The best thesis statement ever written _____

B. Body Paragraphs - check for:

- 1. Clarity (does it make sense?) _____
- 2. One main point per paragraph with supporting details _____
- 3. Paragraphs arranged in a logical order _____

C. Conclusion - check for:

- 1. Summarization of main points _____
- 2. Powerful closing sentence _____

D. Wording - check for:

- 1. Use of own words and proper parenthetical notations _____
- 2. Sounds like it is written by the student _____

E. Color - check for:

- 1. Strong verbs, helpful comparisons, avoid passive voice _____
- 2. Helpful illustrations, etc. _____

F. Editing - check for:

- 1. Accuracy - make sure they can prove what they say _____
- 2. Giving credit
 - a. Works cited _____
 - b. Correct use of quotations _____
 - c. Correct parenthetical notation _____
- 3. Final Copy
 - a. Typed _____
 - b. No spelling/grammar errors _____
 - c. Title page include name, date, and title _____

Appendix M
Research Paper Rubric

Format: 30 points possible

- 1. Introduction: contains a well-written thesis statement, an attention getter, and introduces the topic clearly and thoroughly. (10)_____
- 2. Body paragraphs: clearly written, contain only one main point per paragraph, give plenty of supporting details, and are arranged in a logical order. (10)_____
- 3. Conclusion: Summarizes the main points in an efficient and fresh manner and contains a powerful concluding sentence. (10)_____

Writing Style: 20 points possible

- 1. Good transitions between paragraphs (5) _____
- 2. Good word choice (10) _____
- 3. Confident, strong language, avoids the passive voice (5) _____

Conventions: 10 points possible

- 1. Zero grammatical errors (5) _____
- 2. Zero spelling errors (5) _____

Accuracy: 20 points possible

- 1. Proper parenthetical notation (10) _____
- 2. Statements of fact are provable with research (5) _____
- 3. Quotations are used properly (5) _____

Content: 100 point possible

- 1. 8-10 body paragraphs each relating to a main point of the topic (25) _____
- 2. Good, reliable information is presented (25) _____
- 3. Sufficient details and facts are used to support thesis statement (25) _____
- 4. Information is focused on thesis statement throughout, and thesis statement Is fully supported (25) _____

Components: 20 points possible

- 1. Title page includes name, date, and title (10) _____
- 2. Works cited, page is accurate and completed using the proper format (10) _____

Total _____

Appendix N
Themes for The Good Earth

Many of the following themes are possible for the novel The Good Earth. You will be responsible for knowing three for the final exam, and fully discussing one.

1. How the lack of traditional values can be the downfall of a family.

2. The life-sustaining bond of human beings with the land.

3. To show the subservience of women in China.

4. The family as the central unit in the society.

5. No matter what the circumstances, humans will always strive to survive.

Appendix O, page 1

Name _____

The Good Earth Final Exam

Identify the following characters by matching the proper character with the correct description. (1 point each)

- | | |
|--------------------------------------|--|
| _____ 1. Nun En (Eldest Son) | A. He introduces Wang Lung's eldest son to prostitutes. |
| _____ 2. Pear Blossom | B. Demands an education, but joins the army. |
| _____ 3. Uncle's Son | C. A fat and overbearing gossip |
| _____ 4. Liu | D. The grain merchant |
| _____ 5. Nun Wen (Second Son) | E. Hires a nursemaid so she won't lose her figure. |
| _____ 6. Third Son | F. Betrothed in order to keep the uncle's son away from her. |
| _____ 7. Eldest Daughter (poor fool) | G. A young slave bought during the famine. |
| _____ 8. Youngest Daughter | H. Given an education, but uses his knowledge to increase the wealth in the House of Wang. |
| _____ 9. The Uncle's Wife | I. Never developed mentally because of the famine. |
| _____ 10. The Eldest Son's Wife | J. Taken from the fields and educated but resents the land. |

Short Answer (2 points unless otherwise stated)

- Chapter 15 starts a new era in the book, as Wang Lung has now enough money to come back to the land. On his trip home, what was the first sign that he is starting to act like a rich man and why?
- After the family arrives back at their farmhouse, Wang Lung discovers something that O-lan has been hiding from him that will change his life. What was it that she had and how does it effect Wang Lung?
- After he achieved wealth, why wouldn't Wang Lung let O-lan work in the fields anymore?
- Throughout the book, there is often talk of idleness. What are three negative implications of being idle that happened in the story? (3 points)
 -
 -
 -
- What is the real reason that Wang Lung sent his boys to school?
- How can guilt be good for a person? And how does Wang Lung's guilt affect the decisions he makes regarding Lotus? (3 points)
- After meeting and being with Lotus, Wang Lung's personality changes. Describe three different ways how Wang Lung transforms. (3 points)
 -
 -
 -

Appendix O, page 2

8. Why can't Wang Lung be content while Lotus is still at the tea house? List three reasons. (3 points)
- a.
 - b.
 - c.
9. What is the significance of Wang Lung cutting off his braid?
10. Compare the ways O-lan and Lotus are treated by Wang Lung. (6 points)
- | O-lan | Lotus |
|-------|-------|
| a. | a. |
| b. | b. |
| c. | c. |
11. Why can't Wang Lung throw his scoundrel uncle and his family out of the house? Site two reasons.
- a.
 - b.
12. O-lan felt a certain way about Cuckoo until the very day she died. How did she feel about this woman and why? (3 points)
13. Wang Lung always finds himself in no-win situations. Name two problems he encounters in his home that won't allow him the peace he so desperately seeks.
- a.
 - b.
14. While O-lan is sick and bedridden, Wang Lung tries to comfort her. Why does he have a problem with consoling his wife? (3 points)
15. O-lan is depicted as a dumb woman with dull eyes. However, there is evidence that she is not a dumb as people think. Name one example with details. (3 points)
16. Wang Lung used to be poor, but now has become rich. Name three ways he acts like the Old Lord in the old House of Hwang. (3 points)
- a.
 - b.
 - c.
17. What was the scheme that Wang Lung and the eldest son came up with to pacify the aunt and uncle and were they morally justified to do this?
18. What are some differences between the Eldest Son and the Second Son? (4 points)
- | Eldest Son | Second Son |
|------------|------------|
| a. | a. |
| b. | b. |
19. Explain how Wang Lung reacted to the news of Ching's death. Why was his reaction so appalling to the other family members? (3 points)
20. Name some ways that Wang Lung gets nostalgic in his old age. What does he do, where does he go? (3 points)
- a.
 - b.
 - c.
21. Explain what you think is going to happen to all of Wang Lung's labors after he dies. (3 points)
22. Explain how the book comes full circle with Wang Lung and his family. (3 points)

Essays:

Each essay is worth 5 points. Please use examples from the book where applicable and use an organized format when writing each paragraph. Each question should be at least one paragraph. Indentation and the conventions of grammar and spelling will be graded as well so take your time and do a thoughtful job.

1. Explain the significance of the pearls to Wang Lung, Lotus and O-lan. Who did they mean the most to and why? How did Buck make the reader feel about the whole pearl situation?

Appendix O, page 3

2. List three major themes that run through this book. After listing them, **choose one** and write about it. Include examples from the story that support it as a major theme.
 3. Consider Wang Lung's strengths and weaknesses. Write about these contradictions in his personality and decide whether you believe he is a good man. Please support your thoughts with examples from the story.
 4. How does Pearl Buck show that people share universal emotions and experiences in spite of their different languages and customs? Provide evidence from the book to support your ideas.
5. In your opinion, what is the greatest conflict or challenge Wang Lung faced in the book? How was this challenge more difficult than others?

Appendix P, page 1
Key for Midterm Exam

Pearl Buck (short answer)

1. 3 months
2. Missionaries
3. Her mother and her nanny
4. Confucius
5. To avoid being tortured during the Boxer Rebellion
6. The militia stoning a Christian woman whom he had converted
7. At first frivolous, then respect for their spirit and spontaneity.
8. Her mother took ill.
9. A counselor for abused Chinese slave girls
10. She felt it was the appropriate time for a woman to get married.
11. Agricultural missionary
12. PKU – mental retardation
13. Fell in love, had an affair & divorced her husband
14. 21 months
15. Pulitzer, Nobel

Characters (matching)

1. C
2. E
3. D
4. B
5. G
6. I
7. A
8. F
9. H
10. J

***The Good Earth* (short answers)**

1.
 - a. O-lan's cakes for House of Hwang
 - b. Wang Lung wouldn't drink the gateman's tea
 - c. Giving Uncle money only because of what the village might think
 - d. Feeding his father first
2.
 - a. Tradition, dedication to the land
 - b. Old fashioned country bumpkin
3.
 - a. Kills her own child because they couldn't feed it
 - b. Beggars, uses her own kids for sympathy
 - c. Bears children, then keeps working in the fields.
4.
 - a. Red paper at New Year's
 - b. Hid his son and said it was a girl
 - c. Dresses the gods in new paper clothes
5.
 - a. Worked in the field while in labor
 - b. Went to the house and made dinner while in labor

Appendix P, page 2

- c. Had child by herself and cut the chord with a reed
 - d. Cleaned up before Wang Lung entered the room
6. First visit Wang Lung was very timid. Second visit he was brash and confident.
7. Uncle is a lazy thief and he doesn't care what happens as long as he gets what he wants. He is jealous of Wang Lung. Wang Lung despises Uncle because he can't take care of his family, his daughters roam around town, and he asks for money.
8. a. jewels b. concubines c. opium
9. He is like a brother to him, plus he gave him the beans
10. A train
11. He was taken advantage of on his first day with the rickshaw and he didn't know how much to charge for the ride.
12. He is proud and has a good work ethic.
13. Anhwei is slow moving, and more bland, while Kiangsu is bigger, faster, and more exotic.
14. He beat him because he doesn't believe in stealing.
15. Wang Lung thought long term about buying more land, while the others were more short term thinkers, thinking only of quick riches.
16. The man was really Jesus, but Wang Lung thought he was evil.
17. Picture symbolized how the rich take from the poor, even when there is nothing left to give. Wang Lung was confused, for he thought being rich meant having a good rain, and good crops.
18. Fixed his shoe. This symbolized how little Wang Lung thought of its content.
19. The men were taken to help with the war(rebellion). Wang Lung hid, then worked at night.
20. He contemplates selling his daughter. He doesn't do it because he loves her too much, and because of O-lan's story.
21. He took the money, and he'd always been against stealing.

Essays – Each answer will vary

Appendix Q, page 1
Key for Final Exam

Character (matching)

1. J
2. G
3. A
4. D
5. H
6. B
7. I
8. F
9. C
10. E

***The Good Earth* (Short Answer)**

1. He bargained with the farmer to have his ox at all costs.
2. O-lan had jewels that she had stolen, and Wang Lung took them to buy land from the House of Hwang.
3. Not because he cared for O-lan, but because Wang Lung thought it would look bad to have a rich man's wife working in the fields.
4.
 - a. Wang Lung sought a concubine because he was bored.
 - b. Eldest son had nothing to do but spend money.
 - c. Cousin would just cause trouble
 - d. Some men gambled at the tea houses.
5. Not because he had a passion for higher learning, but because he didn't want to look foolish in his business dealings.
6. Guilt can be good for it can make one think before they act. Wang Lung's guilt did not affect his relationship with Lotus because he still went to see her anyway and gave her O-lan's pearls.
7.
 - a. He starts bathing regularly
 - b. Cuts off his braid
 - c. Stops eating garlic
 - d. Wears silk
 - e. Doesn't work the land himself anymore
8.
 - a. Starts to feel guilty about O-lan
 - b. Doesn't want to share Lotus
 - c. Doesn't like paying for her
9. It says that he will give up his country ways and traditions for Lotus.
10. O-lan: expects her to work, expects sons from her, thinks she's ugly & speaks to her unkindly
Lotus: doesn't expect her to work, dotes on her, gives her the good food, wants no children from her
11.
 - a. He's afraid of the Red-Beard Robbers

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- b. It shows no honor toward his father
12. She felt that even though Cuckoo was prettier and more wanted in the House of Hwang, she was the one to bear sons, and Cuckoo will always be a slave.
13. a. Conflict between O-lan and Cuckoo
 b. His uncle
 c. His sons, and daughters-in-law
14. He wants to feel for her, but he can't because he realizes that he never really loved her. Her ugliness bothers him too much. Then, he actually feels sorry for himself because he feels bad that he has no feelings for this dying good woman.
15. O-lan has always been brighter than Wang Lung: knows about the ox's age, knows the eldest son needs a woman, knew where to get, then keep the jewels, bargains for furniture.
16. a. Has a concubine
 b. Allows his children to spend money frivolously
 c. Buys opium for the family members
17. Gives them opium to make them slow, dumb and out of the way.
18. Eldest Son: Must ask his father for money, went to college
 Second Son: Knows about all the family finances, was an apprentice
19. Wang Lung felt as if a member of his own family had died. Even buried Ching with the family. Wang Lung then starts to distance himself from the fields.
20. a. Moves back to old house
 b. Feels the land in his hands
 c. Sits on porch and reminisces
21. The sons will probably sell the land.
22. When the book begins, Wang Lung is resentful of his father because he must wait on him. In the end, the sons become resentful of Wang Lung for the same reasons. First, Wang Lung was dedicated to the land, got rich, prospered, lived the good life, lost money, sons were going to sell the land, and he will be back to nothing.

Essays – Each answer will vary