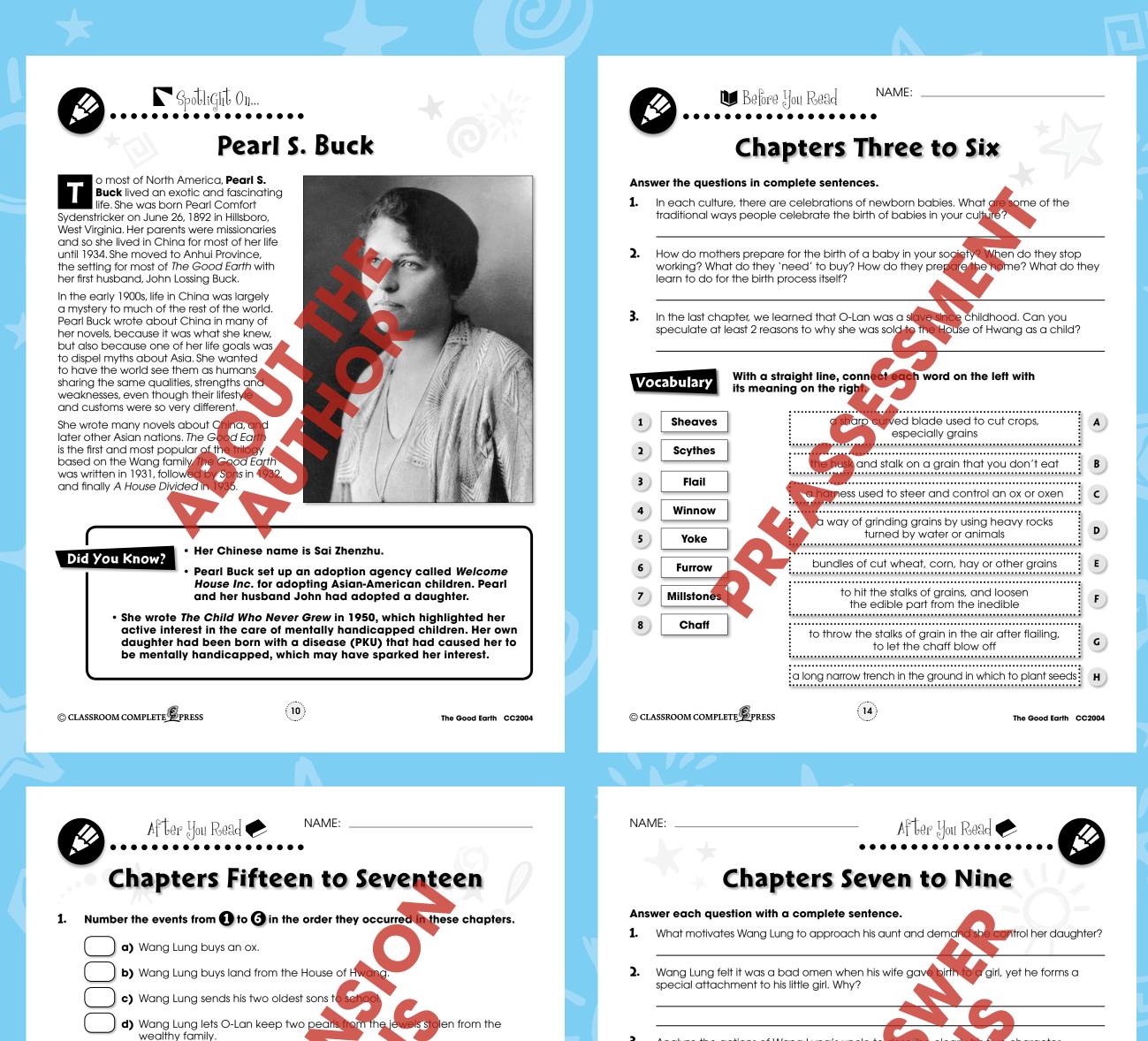
Contents

TEACHER GUIDE

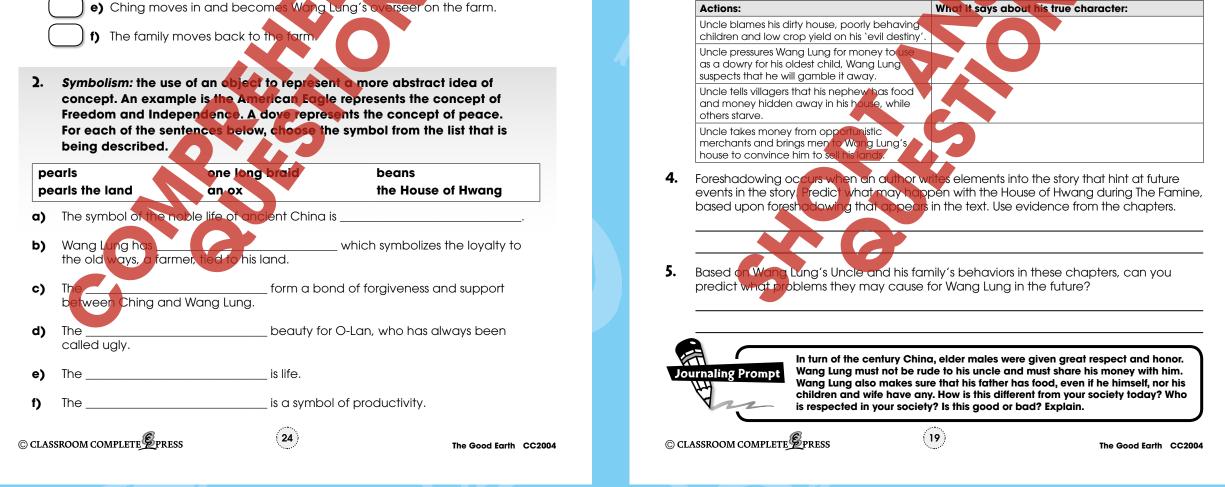
-	Assessment Rubric	4
	How Is Our Literature Kit [™] Organized?	5
	Graphic Organizers	6
	Bloom's Taxonomy for Reading Comprehension	7
	Teaching Strategies	7
	• Summary of the Story	8
	• Vocabulary	9
ß	STUDENT HANDOUTS	
	• Spotlight on Pearl S. Buck	10
	Chapter Questions	
	Chapters 1–2	11
	Chapters 3–6	14
	Chapters 7–9	17
	Chapters 10–14	20
	Chapters 15–17	23
	Chapters 18–21	26
	Chapters 22–24	29
	Chapters 25–27	32
	Chapters 28–30	35
	<i>Chapters 31–34</i>	38
	• Writing Tasks	41
	• Word Search	
	Comprehension Quiz	45
EZY	EASY MARKING [™] ANSWER KEY	47

GRAPHIC ORGANIZERS 53





Analyze the actions of Wang Lung's uncle to describe clearly his true character. 3.





Demonstrate Your Style

Take the topic of `the land' in the novel, and write 4 paragraphs, one for each of the following:

- Narrative
- Expository
- Persuasive
- Descriptive

A narrative paragraph would tell a story related to the farming land. An expository paragraph would teach someone how to farm the land. A persuasive paragraph would convince someone to farm the land, and a descriptive paragraph would describe the land using as many senses as possible.

All paragraphs start with a strong topic sentence, a couple body sentences full of information to support the topic, and finish with a closing or concluding sentence that sums up or helps the reader have a more profound understanding of the topic of the paragraph.

Chapters 11 to 13

Writing Task #2

Newspaper Article

Take one event in the novel and write it up as if it were the feature story on the cover of a local newspaper. Study newspaper style writing, recognizing the need to keep your sentences fact-filled, unbiased, and to the point.

The first paragraph should give the most important information right away, and each subsequent paragraph fills in the Who, What, Where, When, Why, and How, with more and more background information. Your feature story should have a photo and a headline to catch the reader's attention.

41

Examples of events to cover for the newspaper article could be:

- the Famine
- the locust
- the bandit's attack on the House of Hwang
- or choose one of your own

© CLASSROOM COMPLETE

The Good Earth CC2004



- 8. What is the irony when Wang Lung says, "we may be beggars but we are not thieves," and then beating his second son in the city for stealing the pork?
- 9. What is meant by, "There is a way when the rich are too rich, and the poor are too poor."?





After You Read 🌪 NAME:

Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

unsee harar serf omen chaff	guing	m m fi	destiny merit mar flail relish			husbanded dallied lotus			winnow sundered yoke gilt impudent		quiescent remorse steward garner taoist		
I	D	E	D	N	A	В	S	U	H	F	В	R	
М	U	I	Р	0	С	Н	А	F	F	R	Р	N	
Ρ	А	S	U	N	D	E	R	E.	D	E	0	I	
U	E	R	E	м	0	R	S	E	L	S	т	U	
D	S	Е	W	U	D	A		L	I	E	D	Y	
Е	С	L	А	Н	E	Q	• s	0	А	К	E	T	
Ν	G	I	L	Т	S	М	γ	Т	L	0	R	F	
Т	0	S	U	К	T	E	L	U	F	Υ	E	G	
Т	А	Н	К	4		R	М	S	R	Z	Р	N	
Ν	S	0	М	E	N	I	E	E	Т	W	N	U	
Е	Ι	Т	I	Р	Y	Т	E	Y	W	Ν	U	J	
С	R	A	E	S	L	Y	S	0	Т	Т	S	Y	
S	Ę	¥.		W	T	Ρ	Ν	К	Н	0	В	G	
Е	Ν	U	G	N	A	Ν	U	E	С	L	х	С	
Ι	R	Q	R	U	I	R	0	В	W	R	L	E	
U	А	Υ	E	W	S	М	D	X	T	А	М	Т	
Q	G	Ν	I	U	G	Ν	A	R	А	Н	Т	U	

44

Character Sketch

.

Gather information on one of the main characters in each chapter

to complete the character sketch.

Character's

Thoughts (with citation

© CLASSROOM COMPLETE

A typical quote from the

character (with citation)

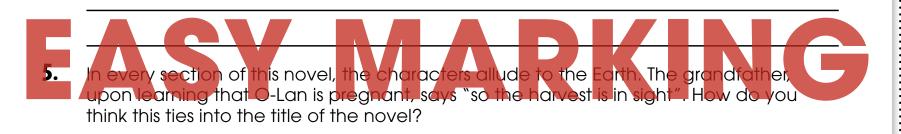
The Good Earth CC2004

	After You Read 🤛	
••	•••••	

Chapters One to Two

Answer each question with a complete sentence or short paragraph.

- Compare and contrast wedding preparations for Wang Lung to a modern groom in 1. our culture. In which 2 ways are they similar? In which 2 ways are they different?
- 2. How do we know that Wang Lung is poor? Give 3 facts from the chapters.
- 3. Find a quote from Chapter 1 that suggests O-Lan is used to being hit. Be sure to use guotation marks and cite the page number from the chapter.
- 4. Is Wang Lung pleased with his wife? Support your answer with at least 3 quotes and/or facts cited from the chapters.



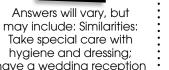


NAME:

Slavery was common in the past, and sadly, it still continues today. Research to find out about child slavery: what are some of the reasons for it continuing? In what countries does it happen? What kind of work is common and what, if anything, can be done about it?

© CLASSROOM COMPLETE



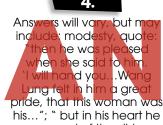


have a wedding reception with food and friends. Differences: Groom has met his fiancé before the wedding day; the focus of attention at the reception is on the bride or the couple.

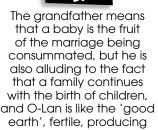
Answers will vary, but may include: Chapter 1 "...there remain only slaves to be had for the poor." He is cautious about spending money on everything from shaving to meat; he has ragged clothes and only one change of clothes; his feast day robe.

e: "there was straw r hair when he roused her, and when he called her she put up her arm suddenly in her sleep as though to defend herself from a blow.

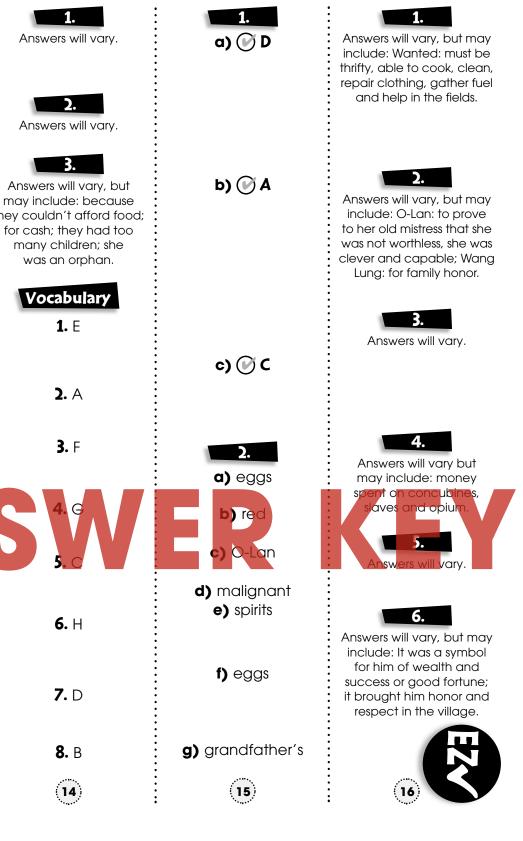
3.



was proud of the dishes, for with what meats".







5.



The Good Earth

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RSL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
 RSL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- WS.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- WS.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WS.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS.11-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

©Classroom Complete Press

Domain Targets - Common Core State Standards for Language Arts

