

## **Optional Day 2 Activity: Visual Display of Key Scenes**

This activity aligns with the following Common Core English Language Arts Standard for Speaking and Listening: [CCSS.ELA-Literacy.SL.5.5](#) **Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**

### **Preparation and Resources**

- Long roll shelf or freezer paper
- Plot Outline “Main Story” column cut and pasted under chapter headings
- Large bulletin board
- Clean copies Worksheet 2
- Skein of red yarn (or tape or tacks) and scissors

Before the class begins, hang a long sheet of paper horizontally on a classroom wall at student eye level. (This may be shelf or freezer paper with the shiny side against the wall, plain wide brown wrapping paper, a series of newsprint sheets, etc.)

- Mark off at the top the individual chapters that your students are working with for Worksheet 2, appropriately spaced, and group the “in-between” chapters. For example, “chapter 3, chapters 4–10, chapter 12.”
- Print up the Plot Outline column labeled “Main Story,” cut it apart, and paste the summaries in order under the correct chapter heading. (You may wish to enlarge the print with a copier or by changing the font before printing.)
- If you prefer, you may use a large bulletin board as a background for the Gallery instead. Have student drawing materials ready when the class begins.

### **Activity**

Give back the good copies of [Worksheet 2](#). Tell students that they are going to draw a picture that illustrates a key scene from their story. Give them time to discuss and plan the picture as you distribute the paper and drawing materials.

- After their pictures have been completed and you have checked them, have them hang them in the paper “gallery” you have put on the wall. Then have students take turns presenting their pictures to the class and explaining why the scene is important.

Give students lengths of red yarn and tape or tacks. Have students take turns tacking one end of the yarn to their pictures and then tacking the other end to a part of the story that is connected to it. For example, the story of Wu Kang should be connected to the story of the Village of the Moon Rain, since the bits that fell from his tree were the seeds they planted. The stories of the Magistrate should be connected to the Green Tiger wherever necessary. Give students as many pieces of yarn as necessary. When they are finished, the “gallery” should be a network of red lines.

- Ask students what red string meant in the novel. (People who are to meet are tied together by red string by the Old Man of the Moon. The buffalo boy’s friend is the granddaughter of the Old Man of the Moon and she is the Goddess of Weaving who spins the red thread. When Minli meets the old Man in the Moon, he is sitting in the middle of a web of red thread connecting clay figures who represent people. The red thread represents fate.)

### ***“Where the Mountain Meets the Moon”*: A Common Core Exemplar**

Review the definition of the frame story. Point out that the stories that are embedded in the main story each shed some light on the main story and/or reinforce a theme of the main story. Tell students that when they understand how the whole story is put together, they are analyzing the structure of a story.

Give the students time to do a gallery walk to look at other students’ drawings and to see the connections that have been marked.

#### **Activity Assessment**

Assess the student drawings for the accuracy with which each portrays an important aspect of the embedded story, not for artistic merit.

Have students write an “exit ticket” at the end of class using the following question: What did you learn about the structure of the novel from the red string exercise?