Teacher’s Guide

Ties That Bind, Ties That Break

Overview

Background  Ties That Bind, Ties That Break is a fictional account of the cultural implications of foot binding in the early 1900s. At that time, foot binding was a clear indicator of class and status, and the lotus foot, at less than 3 inches in length, was the ideal sign of beauty.

In 1911, arranged marriages were still the norm for the middle and upper classes. Although ideas about foot binding were changing, having unbound feet was still an acceptable reason to call off an arranged marriage. Girls who refused to have their feet bound were ostracized by their families and communities.

Book Summary  Ties That Bind, Ties That Break tells the story of Ailin Tao, a girl who refuses to have her feet bound. In the Prologue, Ailin lives in California and works in a restaurant. After running into her ex-fiancé, Ailin recalls her childhood and the events that led to this point in her life.

By refusing to have her feet bound, Ailin is exiled from her family. She works for an American family before moving with them to the United States. It is there that she finds love with a forward-thinking Chinese American man.

About the Author

Lensey Namioka was born in 1929, in Beijing, China, and moved to the United States when she was nine. As a writer, Namioka drew from her own experiences of moving to a new country and learning a new language.

Namioka is the author of many books for children and young adults. Having lived and traveled all over the world, she has also written travel books about Japan, where her husband is from, and China. Lensey Namioka has been writing for over thirty years, and she speaks frequently at schools and bookstores. She currently lives in Washington with her family.
Reading the Book

There are several options for reading *Ties That Bind, Ties That Break*. They include:

- **Whole Class** Assign sections of the book and discussion dates using the planner on *Student Journal, page 1*. After students read a section and respond to the corresponding *Student Journal* pages, have a class discussion. At the end of the book, the class meets for *The Exchange*.

- **Small Groups** Read the book *Introduction* with the group. Group members then read an agreed-upon number of pages, complete the corresponding *Student Journal* pages, and meet to discuss. When they finish the book, they meet again for *The Exchange*. Use the planner on *Student Journal, page 1* to establish meeting times.

- **Independently** Students read the book on their own and then meet as a group for *The Exchange*. Use the planner on *Student Journal, page 1* to establish the meeting time.

- **Guided Reading** Have students read *Student Journal, page 2* and monitor their discussion of the *What If?* scenario. Read aloud the book *Introduction* to give students background on the book. As students read, use the *Before You Move On* questions to guide comprehension. Use the *Look Ahead* to set a focus for reading the next set of pages. At the end of each section, assign the appropriate *Student Journal* pages. Discuss the pages before starting the next section. Establish a date for *The Exchange* and record it on the planner.

Getting Started

Have students read *What If?* on *Student Journal, page 2* and discuss the scenario. Encourage students to describe the similarities and differences between the scenario and their lives and imagine how the situation would affect them.

- Have students write their responses to the three questions below the scenario and compare answers with a partner or the group.

- Have students discuss how the situation might relate to *The Exchange* question and then write a brief summary of their discussion in the *Student Journal*. 
Introduction

Have students read the book Introduction. Check their comprehension with the three follow-up questions on Student Journal, page 3.

Introduction

Read the Introduction on pages 7–9 in Ties That Bind, Ties That Break. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about:
- a popular legend telling how foot binding began
- the negative physical effects of foot binding
- the theories of why women allowed their feet to be bound
- when the practice of foot binding ended

After you read the Introduction, answer these questions to check your understanding.

1. What is the popular legend about how foot binding began?
   A dancing girl bound her feet so that she could dance on her toes.

2. Why did Chinese men want wives with bound feet?
   Some people think that men wanted wives who were helpless and couldn’t run away. Others think it is because these women were considered special, since they could not work.

3. How did foot binding physically affect women?
   Women were crippled and could not move around easily. They could not work.

Introduction: Key Concepts

Have students study the first Key Concept with the help of the graphic organizer on Student Journal, page 4. After studying the example, they should create similar graphic organizers to focus their understanding of the remaining Key Concepts.

Student Journal, page 3

Student Journal, page 4
Ties That Bind, Ties That Break

Prologue and Chapters 1–2

Page 27

1. Setting  Where does the Prologue take place? What year is it?
   The Prologue takes place in San Francisco in 1925.

2. Inference  Hanwei and Ailin receive different educations. What does this tell you about their society’s values?
   It is not as important to educate girls.

Page 39

1. Character  How does Big Uncle treat Ailin? What does this show about him?
   Big Uncle is stern, angry, doesn’t respect girls, and is old-fashioned.

2. Evidence and Conclusions  Ailin’s father does not want her feet to be bound. How can you tell?
   Father looks sad when Mother mentions it; he tries to delay it.

Respond to Prologue and Chapters 1–2

1. Personal Response  Ailin’s family thinks Ailin will be more beautiful if her feet are bound. How do people you know improve their appearance? Do you agree with these practices? Why or why not?

2. Compare and Contrast  How is Ailin like Second Sister? How is she different? Use the word attractive in your response.
   Ailin and Second Sister are both young, but Second Sister acts like an adult. Second Sister is attractive to men because she has her feet bound, and she acts like a lady. Ailin’s behavior is compared to a boy’s.

3. Simile  A simile uses like or as to compare two things. Reread page 38.
   The bones of Second Sister’s toes have been forced underneath her foot. They are flexible like a piece of folded bread.

4. Generate Questions  Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?
   The bones of Second Sister’s toes have been forced underneath her foot. They are flexible like a piece of folded bread.

Respond to Prologue and Chapters 1–2, continued

5. Characters’ Point of View  List what each character in the Tao family wants and how that affects their opinions about foot binding.

<table>
<thead>
<tr>
<th>Character</th>
<th>What the Character Wants</th>
<th>What This Shows About the Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ailin</td>
<td>to run and play</td>
<td>doesn’t want bound feet</td>
</tr>
<tr>
<td>Second Sister</td>
<td>to play flute and embroider</td>
<td>believes in bound feet and tradition</td>
</tr>
<tr>
<td>Grandmother</td>
<td>to stick to tradition</td>
<td>believes in bound feet and tradition</td>
</tr>
<tr>
<td>Father</td>
<td>Ailin to be happy</td>
<td>believes Ailin can have unbound feet</td>
</tr>
<tr>
<td>Mother</td>
<td>to bind Ailin’s feet, so she can marry</td>
<td>believes there is no future for Ailin with unbound feet</td>
</tr>
</tbody>
</table>

Choose one of the characters listed above. Based on their opinions about foot binding, how do you think they feel about arranged marriage?
   Ailin and her father put personal freedom and happiness before tradition so they probably don’t believe in arranged marriages. Second Sister, Grandmother, and Mother believe in tradition and that binding their feet will get them good husbands and a good future.
Pages 40–69 Answers for Before You Move On

Chapters 3–4

Page 53

1. Character’s Point of View Why does Ailin think it is right to not have her feet bound?
   She doesn’t understand the importance of marriage and class in her culture; she thinks times will change because of the Revolution.

2. Paraphrase Reread page 45. What does Mother mean when she says that Ailin will have to “pay a price” for being too headstrong?
   She won’t find a good husband and will have to work; she won’t be respected.

Page 69

1. Comparisons Father and Grandmother feel differently about Ailin’s education. Explain.
   He thinks that education will help the future of China as a whole. Grandmother wants the best future for Ailin.

2. Character Reread pages 65–66. Xueyan is proud of her unbound feet. What does this tell you about her?
   Xueyan believes unbound feet are better, and that women should be modern, educated, and independent.

Respond to Chapters 3–4

1. Personal Response Ailin says that going to school was one of the happiest periods in her life. When have you been happiest? What made that time in your life so special?

2. Conflict Reread page 52. What do Mother and Father mean when they say Ailin doesn’t understand the consequences of not binding her feet? Use the word “bind” in your response.
   Ailin is too young to know that as a consequence of refusing to bind her feet, she is giving up an arranged marriage and financial security.

3. Argument Grandmother argues that it is impossible to find someone to marry a girl without bound feet who is also educated. Do you feel her argument is fair and reasonable? Why or why not?
   Students may say yes because Grandmother is only trying to follow the traditions of her culture and generation. Students may say no because they feel that her viewpoint is too traditional.

4. Generate Questions Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

5. Perspectives In Chapters 3–4, we learn more about Ailin and her friend Xueyan. Write their opinions, attitudes, and what they want to do with their lives in the Venn Diagram.

If you were Ailin, what would be positive about being friends with Xueyan? What would be negative? Why?

It would be good to be friends with Xueyan because she feels the same way about foot binding as Ailin. Also, Xueyan is inspiring because she is proud and has goals for the future. It might be bad because Xueyan would not understand the pressure Ailin is under to marry.
**Ties That Bind, Ties That Break**

**Answers for Before You Move On**

**Chapters 5–7**

**Page 81**

1. **Inference** Ailin’s future at the school is in danger. Why is it so important that she stay in school? *Ailin’s life will be much worse if she can’t become a teacher.*

2. **Character** What kind of person is Hanwei? How do you know? *Hanwei is kind. He is nice to Ailin even though their engagement is broken.*

**Page 92**

1. **Character’s Motive** Reread page 86. Why does Big Uncle tell Ailin that he could kill her? *He wants to prove that he’s the head of the family and Ailin must obey him.*

2. **Foreshadowing** Reread page 92. How do you think the Warners will help Ailin? How do you know? *They will help Ailin get to San Francisco. In the Prologue, Ailin is living there.*

**Page 103**

1. **Context Clues** Reread page 95. What is a concubine? How does Ailin feel about being one? How do you know? *A concubine lives with a man, has his children, but is not married to him. Ailin tells Big Uncle being a concubine will bring shame on the family.*

2. **Evidence and Conclusions** Reread page 101. Will Ailin be a good amah for Billy? How do you know? *Yes. They are the same—wild and rebellious. Ailin will understand Billy.*
Ties That Bind, Ties That Break

Answers for Before You Move On

Pages 104–135

Chapters 8–9

Page 117

1. Paraphrase Tell what Big Uncle means on page 105 when he says, “I loved your father. That’s why you may leave this room alive.”

Big Uncle is so angry with Ailin that he would have killed her. Big Uncle allows her to live because he loved her father.

2. Comparisons How is Ailin’s life with the Warners different from her life at home? What is the same?

It’s different because she becomes a teacher and caregiver. She has no servants and wears Western clothes. It’s the same because Mr. Warner is as intolerant as Big Uncle.

Page 135

1. Plot What changes after Ailin gets a doctor for Billy? What does she realize about herself?

The houseboy finally treats Ailin with respect. She impresses the Warners. She realizes she is in exile in her own city.

2. Flashback Reread pages 127–128. Ailin remembers learning about bamboo shoots as a child. What does she think of this now?

Ailin thinks she is like the tough bamboo shoots; she will never be delicate and soft again.

Respond to Chapters 8–9

1. Personal Response Ailin feels hurt because the houseboy thinks she is a servant. Tell about a time when others viewed you differently from how you viewed yourself. Why did this happen?


They both think that the rules and customs of their own societies are the best, and that the other’s are evil or dangerous. They do not want to accept new ways of life.

3. Author’s Purpose On pages 127–128, Ailin remembers seeing bamboo shoots as a child. On page 135, she mentions the bamboo shoots again. How does the author use this metaphor to show how Ailin is changing?

The author shows that at first, Ailin is scared of being tough and wants to be tender like a shoot again. In the second reference, the author shows that Ailin is proud to be tough and will take care of herself.

4. Generate Questions Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

The author shows that at first, Ailin is scared of being tough and wants to be tender like a shoot again. In the second reference, the author shows that Ailin is proud to be tough and will take care of herself.

Respond to Chapters 8–9, continued

5. Cause and Effect Ailin returns to see her family one last time. List what happens and the effects it has in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ailin knows that she may never see her family again.</td>
<td>Ailin visits her family.</td>
</tr>
<tr>
<td>Ailin is no longer afraid of Big Uncle now that she has a job.</td>
<td>Ailin speaks rudely to Big Uncle.</td>
</tr>
<tr>
<td>Ailin tells Big Uncle he would not have carried out his threats.</td>
<td>Big Uncle admits that he underestimated Ailin.</td>
</tr>
<tr>
<td>Ailin wants to prove she is independent but still cares about her family.</td>
<td>Ailin gives her money to Big Uncle.</td>
</tr>
</tbody>
</table>

How has Ailin changed since leaving her family? What causes these changes?

Ailin is no longer afraid of Big Uncle or of making choices about her life. She has changed because she has been taking care of herself and has earned her own money.
Ties That Bind, Ties That Break

Answers for Before You Move On

Chapters 10–11 and Epilogue

Page 153

1. Character’s Point of View What does Ailin learn about the Warners that surprises her?
   Ailin learns that the Warners are not wealthy by American standards.

2. Inference How does James feel about Ailin? How do you know?
   James likes her, thinks she is brave, and wants to see her again. He tells her to come to his restaurant.

Page 170

1. Cause and Effect James decides to open his restaurant because of Ailin. How does this improve Ailin’s life, too?
   Ailin decides to stay in the U.S. and marry James. She is proud of her life. She is happy.

2. Paraphrase Reread page 170. What does Ailin mean when she says she has succeeded on her “own two feet”?
   Ailin means that she is the one who makes choices about her life. She works hard and has earned her success.

Respond to Chapters 10–11 and Epilogue

1. Personal Response Ailin travels to America with the Warners. If you were Ailin, how might you be feeling on the way to America? What would you look forward to or be scared of?

2. Paraphrase On page 148, James Chew says that not everyone should conform to traditions. What does he mean by this? Use the word conform in your response.
   James thinks some traditions are good and some are bad. He does not think that people should conform to traditions just because these traditions have always been practiced.

3. Irony James tells Ailin that Americans make fun of girls with bound feet. What is ironic about this discovery?
   Ailin realizes that something important in her culture is considered silly in another culture. By refusing foot binding, she gave up life in China. But she could not have a good life in America with bound feet.

4. Connect Look at your notes on Student Journal, page 2. Think about what might happen if you did not want to do what everyone else considered right. Compare this to Ties That Bind, Ties That Break. Was Ailin right to have refused foot binding?

Student Journal, page 13

5. Conclusions Ailin has changed since the beginning of the book. List her actions and what each action shows about her in the Character Description Chart.

<table>
<thead>
<tr>
<th>Character</th>
<th>What the Character Does</th>
<th>What This Shows About the Character</th>
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<tbody>
<tr>
<td>Ailin Tao</td>
<td>decides not to return to China and accepts James’s offer of marriage</td>
<td>Ailin wants to be completely independent.</td>
</tr>
<tr>
<td></td>
<td>works hard as the wife of a restaurant owner</td>
<td>Ailin makes her own decisions, even if she has to work.</td>
</tr>
<tr>
<td></td>
<td>decides to communicate with her family again</td>
<td>Ailin forgives her family for the past.</td>
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</table>

What If?

Does Ailin regret staying in America after talking with Hanwei about how much China is changing? Why or why not?

Students may say yes because she misses her family. Students may say no because she likes her life as a restaurant owner and is independent for the first time in her life.
Exchange Discussion

THE QUESTION

Is it ever right to do the wrong thing?

- Ailin does the “wrong” thing by not binding her feet. Is this really the “right” thing? Why or why not?
- Ailin’s responsibilities to her community are different than her responsibilities to herself. How do you respond to conflicting responsibilities?
- What is the most important right you have? Why?

Evaluate the Discussion

Use the reproducible master from page 10 of this Teacher’s Guide to evaluate The Exchange discussion. The form may also be used by students for group assessment.

Discussion Rubric

Evaluate the Discussion

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<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
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</thead>
<tbody>
<tr>
<td>Everyone participated.</td>
<td>Most people participated.</td>
<td>Only a few people participated.</td>
</tr>
<tr>
<td>Everyone spoke clearly.</td>
<td>Most people spoke clearly.</td>
<td>Some people did not speak clearly.</td>
</tr>
<tr>
<td>Everyone listened carefully.</td>
<td>Most people listened carefully.</td>
<td>Some people did not listen carefully.</td>
</tr>
<tr>
<td>We stayed on the topic throughout the discussion.</td>
<td>We stayed on the topic most of the time.</td>
<td>We did not stay on the topic all the time.</td>
</tr>
<tr>
<td>We responded to each other’s thoughts and ideas.</td>
<td>We commented on each other’s thoughts and ideas.</td>
<td>We did not make many comments on each other’s thoughts and ideas.</td>
</tr>
<tr>
<td>Most people used examples from the book to support their points.</td>
<td>Many people used examples from the book to support their points.</td>
<td>Only a few people used examples from the book to support their points.</td>
</tr>
<tr>
<td>Most people gave detailed answers using their experiences and even other texts.</td>
<td>Many people gave detailed answers using their experiences.</td>
<td>Only a few people gave detailed answers.</td>
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Notes:
## Evaluate the Discussion

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**Notes:**

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Assessment

Assess students’ understanding of *Ties That Bind, Ties That Break* by administering the multiple-choice test and essay questions. (Teacher’s Guide, pages 12–14)

How you administer the Assessment depends on your objective. You may choose to use the test as:

- an open-book test to allow students to continue practicing reading strategies and/or become familiar with a typical standardized test format
- a closed-book test to check students’ comprehension of the book and their abilities in various reading skills
- a take-home test to allow students to practice reading strategies as well as test-taking skills

Suggested point values are as follows:

**Assessment Part I:** 5 points per question for a total of 50 points

**Assessment Part II:** 40 points possible (see Scoring Guide, page 15)

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### Assessment Part I

**Circle the best answer.**

1. Which of these is the best plot summary?
   - A. Ailin Tao is stubborn. She decides to go to public school. Then she decides she will not be a nun, a farmer, or a concubine. She eventually leaves for America and marries.
   - B. Ailin Tao and her friend Xueyan go to public school. They want to become doctors. Ailin lives with an American family, so she can pursue her dreams. While she is in America, she marries a young restaurant owner.
   - C. Ailin Tao does not want to bind her feet. She runs away to live with the Warners. Ailin leaves for the U.S. with the Warners. She lives in San Francisco and marries a restaurant owner.
   - D. Ailin Tao refuses to have her feet bound. She becomes an ama for an American family. They ask her to go to the U.S. Ailin marries James Chese, a restaurant owner.

2. Ailin is expected to have her feet bound. She does not agree with this _______.
   - A. practice
   - B. status
   - C. right
   - D. consequence

3. Mother once when Ailin says she is moving to America and calls the move a "terrible fate." What does this tell you about Mother?—
   - A. She feels that being independent is not a good future for a woman.
   - B. She is happy that Ailin is going to America.
   - C. She is sad that Ailin will live so far away.
   - D. She is angry with Ailin and hopes that Ailin will finally agree to have her feet bound.

4. The moment when Big Uncle gives Ailin three choices is important because it shows—
   - A. how Ailin and James Chee met
   - B. how the Warners treat Ailin
   - C. the pain of foot binding
   - D. how Ailin is forced to choose a future she doesn’t want

5. What is Ailin happy to work for the Warners?—
   - A. She likes sharing her Chinese culture.
   - B. She likes making money.
   - C. She enjoys making a contribution.
   - D. She likes cooking for them.

6. Big Uncle, grandmother, and Second Sister have traditional ideas about women’s roles. How do Xueyan and Ailin represent a more modern viewpoint? What does this tell you about how Chinese society was changing?—
   - A. They do not like Ailin and treat her badly.
   - B. They do not fully understand Chinese culture, but are good people.
   - C. They feel that Ailin is too rebellious.
   - D. They like Ailin’s knowledge of Confucianism.

7. Which sentence supports the idea that foot binding was a cruel and painful practice?—
   - A. The strips were long, and the unwrapping seemed to take forever.
   - B. The amal came from the aeal that gets inspired in the folds of the skin.
   - C. The strip could have been folded over was for the bones to have been broken.
   - D. I just couldn’t imagine my fastidious sister with smelly feet.

8. The mood at the end of the story changes when Ailin—
   - A. wishes she had stayed in China
   - B. jokes about standing on her own big feet
   - C. asks Hanwei to return to visit her
   - D. tells Hanwei not to visit her again

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### Assessment Part II

**Guidelines for Short Essay**

Have students write a short essay in response to one of the writing prompts below. Use the Scoring Guide to assist in your evaluation of their essays.

**A.** Compare the ancient practice of foot binding to a modern practice, such as tattooing or changing one’s hair color. Explain the advantages and disadvantages of each practice and what they represent in society.

Response should include that foot binding, the lack of education, and the expectation of arranged marriage, prevented women from obtaining true independence. Modern practices, such as tattooing or changing one’s hair color, are personal and show that a person is an independent and can decide their own identity.

**B.** Big Uncle, grandmother, and Second Sister have traditional ideas about women’s roles. How do Xueyan and Ailin represent a more modern viewpoint? What does this tell you about how Chinese society was changing?

Responses should include that foot binding, the lack of education, and the expectation of arranged marriage, prevented women from attaining true independence. Modern practices, such as tattooing or changing one’s hair color, are personal and show that a person is an independent and can decide their own identity.

**Scoring Guide**

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<th>2</th>
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<td>Explanation is developed but may lack some support</td>
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<td>Response includes reasonable text evidence</td>
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**Assessment Part I, continued**

**Circle the best answer.**

5. Why is Ailin happy to work for the Warners?—
   - A. She likes sharing her Chinese culture.
   - B. She likes making money.
   - C. She enjoys making a contribution.
   - D. She likes cooking for them.

6. From this story, what can you conclude about the Warners?—
   - A. They do not like Ailin and treat her badly.
   - B. They do not fully understand Chinese culture, but they are good people.
   - C. They feel that Ailin is too rebellious.
   - D. They like Ailin’s knowledge of Confucianism.

7. Which sentence supports the idea that foot binding was a cruel and painful practice?—
   - A. The strips were long, and the unwrapping seemed to take forever.
   - B. The amal came from the aeal that gets inspired in the folds of the skin.
   - C. The strip could have been folded over was for the bones to have been broken.
   - D. I just couldn’t imagine my fastidious sister with smelly feet.

8. The mood at the end of the story changes when Ailin—
   - A. wishes she had stayed in China
   - B. jokes about standing on her own big feet
   - C. asks Hanwei to return to visit her
   - D. tells Hanwei not to visit her again

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Teacher’s Guide

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Assessment Part I

Circle the best answer.

1. Which of these is the best plot summary?
   A Ailin Tao is stubborn. She decides to go to public school. Then she decides she will not be a nun, a farmer, or a concubine. She eventually leaves for America and marries.
   B Ailin Tao and her friend Xueyan go to public school. They want to become doctors. Ailin lives with an American family, so she can pursue her dreams. While she is in America, she marries a young restaurant owner.
   C Ailin Tao does not want to bind her feet. She runs away to live with the Warners. Ailin leaves for the U.S. with the Warners. She lives in San Francisco and marries a restaurant owner.
   D Ailin Tao refuses to have her feet bound. Her arranged marriage is cancelled. She becomes an amah for an American family. They ask her to go to the U.S. Ailin marries James Chew, a restaurant owner.

2. Ailin is expected to have her feet bound. She does not agree with this ______.
   A practice
   B status
   C right
   D consequence

3. Mother cries when Ailin says she is moving to America and calls the move a “terrible fate.” What does this tell you about Mother?
   A She feels that being independent is not a good future for a woman.
   B She is happy that Ailin is going to America.
   C She is sad that Ailin will live so far away.
   D She is angry with Ailin and hopes that Ailin will finally agree to have her feet bound.

4. The moment when Big Uncle gives Ailin three choices is important because it shows—
   A how Ailin and James Chew met
   B how the Warners treat Ailin
   C the pain of foot binding
   D how Ailin is forced to choose a future she doesn’t want
Assessment Part I, continued

Circle the best answer.

5. Why is Ailin happy to work for the Warners?
   A  She likes sharing her Chinese culture.
   B  She likes making money.
   C  She enjoys making a contribution.
   D  She likes cooking for them.

6. From this story, what can you conclude about the Warners?
   A  They do not like Ailin and treat her badly.
   B  They do not fully understand Chinese culture, but they are good people.
   C  They feel that Ailin is too rebellious.
   D  They like Ailin’s knowledge of Confucianism.

7. Which sentence supports the idea that foot binding was a cruel and painful practice?
   A  The strips were long, and the unwrapping seemed to take forever.
   B  The smell comes from the sweat that gets trapped in the folds of the skin.
   C  The only way the toes could have been folded over was for the bones to have been broken.
   D  I just couldn’t imagine my fastidious sister with smelly feet.

8. The mood at the end of the story changes when Ailin—
   A  wishes she had stayed in China
   B  jokes about standing on her own big feet
   C  asks Hanwei to return to visit her
   D  tells Hanwei not to visit her again

9. Why does Ailin feel connected to James?
   A  He knows her friend Xueyan.
   B  He is also traveling to care for children.
   C  He is also Chinese.
   D  He thinks some traditions should be fought.

10. Ailin does not feel she needs bound feet to be attractive. In this sentence, what does attractive mean?
    A  beautiful
    B  smart
    C  independent
    D  rebellious
Assessment Part II

Choose one question to answer. Write 3–4 paragraphs. Use 3 examples from the text to support your answer. Continue your essay on a separate sheet of paper if necessary.

A. Compare the ancient practice of foot binding to a modern practice, such as tattooing or changing one's hair color. Explain the advantages and disadvantages of each practice and what they represent in society.

B. Big Uncle, grandmother, and Second Sister have traditional ideas about women’s roles. How do Xueyan and Ailin represent a more modern viewpoint? What does this tell you about how Chinese society was evolving?
Guidelines for Short Essay

Have students write a short essay in response to one of the writing prompts below. Use the Scoring Guide to assist in your evaluation of their essays.

A. Compare the ancient practice of foot binding to a modern practice, such as tattooing or changing one’s hair color. Explain the advantages and disadvantages of each practice and what they represent in society.

Responses should include that foot binding, the lack of education, and the expectation of arranged marriage, prevented women from attaining true independence. Modern practices, such as tattooing or changing one’s hair color, are optional and more tied to a person’s identity.

B. Big Uncle, grandmother, and Second Sister have traditional ideas about women’s roles. How do Xueyan and Ailin represent a more modern viewpoint? What does this tell you about how Chinese society was evolving?

Responses should include that foot binding and arranged marriages were becoming less common. Xueyan and Ailin both did not want their feet bound or have marriages arranged for them. They wanted to be educated. These beliefs show that young Chinese women were becoming more independent and able to decide their own futures.

Scoring Guide

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