

"SABOTEUR"

English 10B LiveLesson Workshop
with Ms. Billett
May 13, 2024

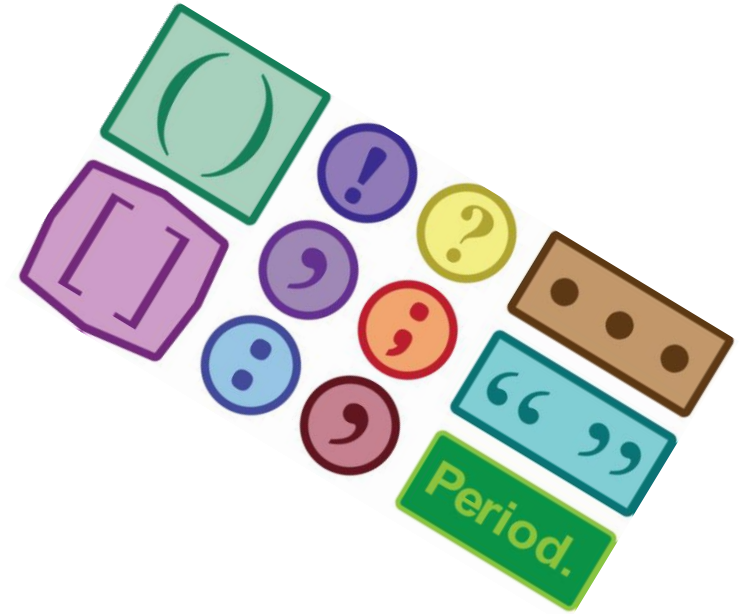
TRIVIA!

- (future questions on your assessments)

1. Grammar

A semicolon ; should be used *to do what?*

- A. Create a “slight pause” in sentence.**
- B. Glue together two complete sentences.**
- C. Add a feeling of superior writing.**



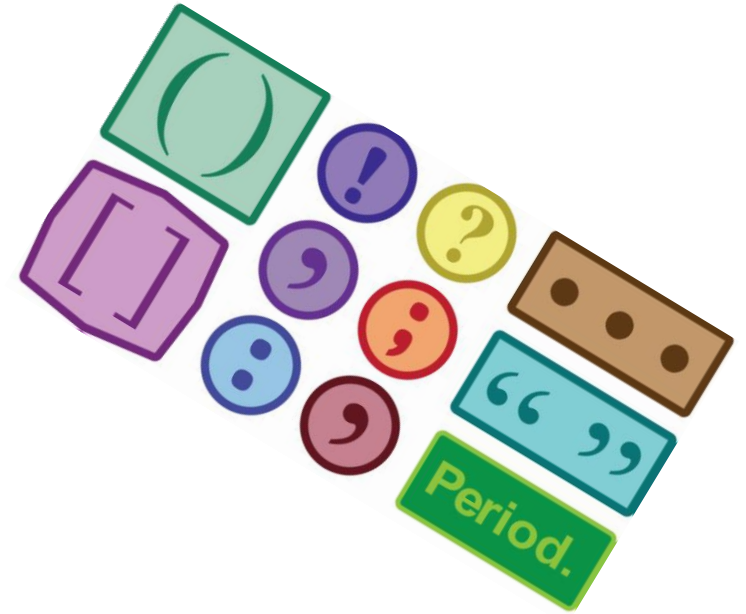
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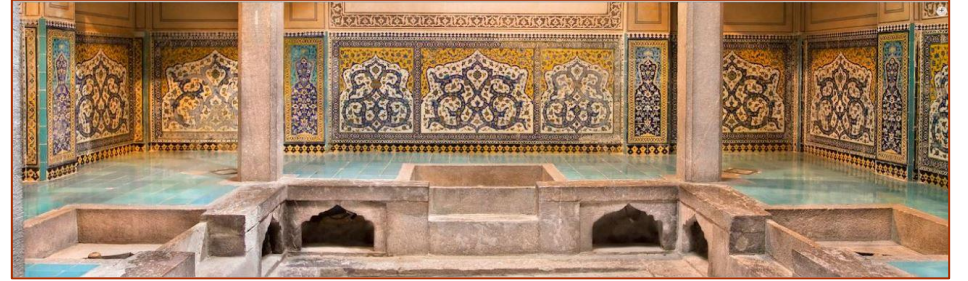


2. Literature (Semester Exam)

Think back to the short story “The Women’s Baths” about the girl who goes with her grandmother to the public bath.

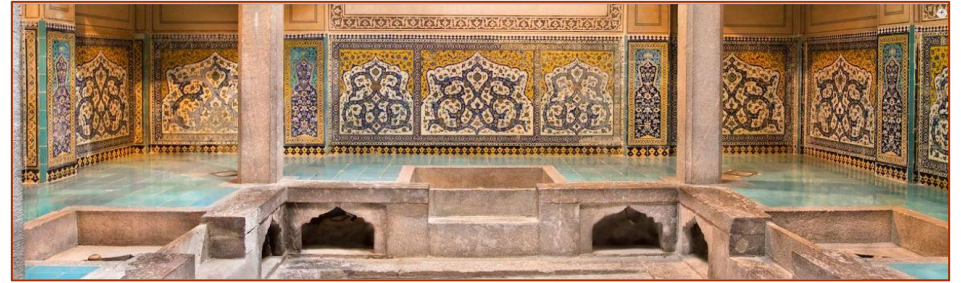
Q. Why did Grandmother like to go to the public baths?

- A. At the public baths, Grandmother was seen as an honored guest.**
- B. The family did not have hot water in their private home.**
- C. Grandmother is a teacher there and shows the young women how to behave.**



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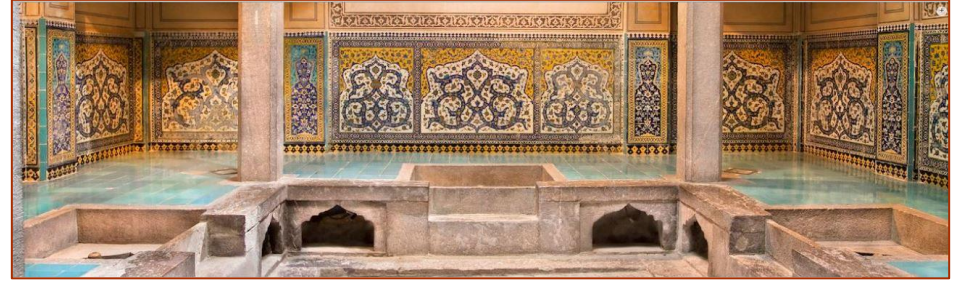


3. Literature (Semester Exam)

Think back to the short story “The Women’s Baths” about the girl who goes with her grandmother to the public bath.

Q. What is one reason the narrator’s mother belittle her mother-in-law?

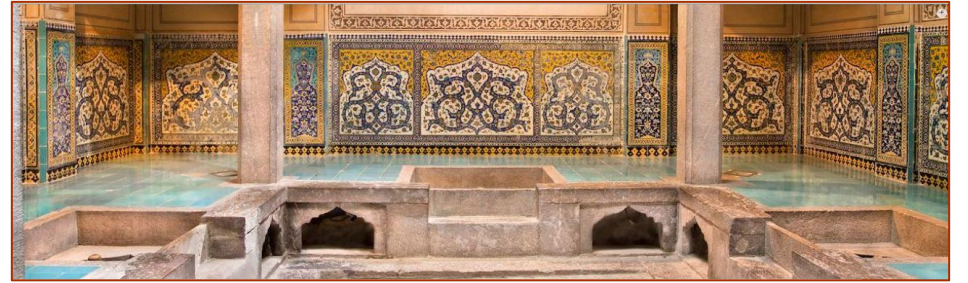
- A. Mother was shifting the power in the household to herself.**
- B. Grandmother was becoming senile and could not understand modern life.**
- C. Mother is too young to know better.**



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4. Vocabulary

Q. What is a “euphemism”?

- A. An appeal to show the speaker is being fair.**
- B. 2nd person writing in a speech or essay**
- C. A polite way to express an unpleasant truth.**

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How did you do?

AGENDA

Literary Analysis Essay

Unit 6 Test

“Saboteur” – reading strategies

UNIT 6 LESSON 6: "ROUGH DRAFT" – FORM!

Please answer the following questions and submit to your Dropbox

1. What option are you going to write your Literary Analysis on ?

a. Theme of war: Contrasts the effects of war in two of the following works: "Cranes," "Thoughts of Hanoi," and "Tokyo."

OR

a. Characterization: Analyze the character of the professor in "Saboteur"

2. What is your thesis statement?

3. Please provide **one direct quote from the story to support your thesis.**

UNIT 6 PORTFOLIO: LITERARY ANALYSIS

For this essay, there are 2 options, and **1 is to write about "Saboteur"**:

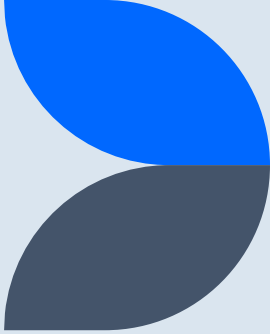
- **Analyze the character of the professor [Mr. Chiu] in "Saboteur."**

Unit 6 Portfolio: Literary Analysis

What is a literary analysis? You will be closely studying a piece of literature and interpreting its meanings and exploring why the author made certain choices.

- 1. Choose a subject: Choose either option a or b.**
 - a. Theme of war: Contrasts the effects of war in two of the following works: "Cranes," "Thoughts of Hanoi," and "Tokyo."
 - b. Characterization: Analyze the character of the professor in "Saboteur"
- 2. Develop a thesis statement: This is the main point you are making about the subject.**
 - a. Example: In "Cranes" and "Tokyo", the war had a profound impact on human relationships and identity.
 - b. Example: In Saboteur, the actions of the professor balance between justice and vengeance.
- 3. Gather Evidence**
 - a. As you scan the work, look for quotations and other details that support your interpretation.
 - b. Write each detail on a note card or piece of paper. If it is a quotation, indicate

Resources for “Saboteur”



PDF – Textbook	Audio	Handout	Reading strategies
pp. 538-550 in <i>Reading the World</i>	Background and short story: youtu.be/8A8jCjBcx7M?si=gFSXCs0yutnZ03Jx	“Saboteur” Read and Think Critically handout (lesson 3 slide 4)	<ul style="list-style-type: none"> • Make a movie in your head • Make connections (with your own life, with the world, with other stories you have read, or with shows you have seen.) • Read between the lines: take what you know, add what you learn, and draw a conclusion

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Saboteur by Ha Jin, pages 538–550 Short Story

Responding and Writing

When a policeman throws tea on his sandals, Mr. Chiu protests. He finds himself arrested, confronting false “eyewitness accounts” of how he caused a disturbance at the railway station. When his scholarly training prompts him to argue, he ends up in jail without his hepatitis medicine. To get the police to stop torturing his lawyer, he signs a prepared confession. Then, spreading hepatitis germs as widely as possible, Mr. Chiu becomes the saboteur the police had named him.

Vocabulary

harangue lecture; tirade
propagating spreading; broadcasting
reactionary not progressive; opposed to change
sallow yellowish; sickly

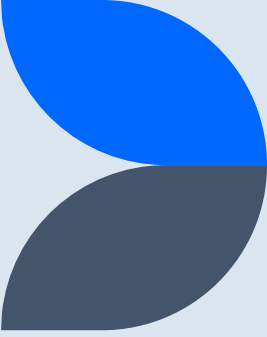
Read and Think Critically

1. **LITERARY LENS: PLOT STRUCTURE** Outline the main events of the plot. Then identify events, speeches, thoughts, or descriptions that foreshadow the surprise at the end. *Answers will vary. Some of the main events include: Police arrest*

4. **Use Quotes Smoothly** Consider the saying Mr. Chiu remembers in prison: “When a scholar runs into soldiers, the more he argues, the muddier his point becomes.” Write a short paragraph on the apparent relationship between citizens and the police at the end of the Cultural Revolution. Incorporate the saying into your paragraph, using appropriate transition words or phrases.

wanted to “kill all the bastards” and that six innocent people died because of his actions. Some may feel that Mr. Chiu’s revenge is worse than the original crime.

Personal connections for “Saboteur”



- Have you ever been to an outdoor café?
- Have you ever felt wronged or betrayed?
- Have you ever taken revenge on someone who hurt you?
- Did you ever overreact to a situation?
- Do you ever think the police act as if they are “superior”?

MR. CHIU – protagonist in “Saboteur”



- Lecturer (AKA “professor”)
- Harbin University in China (ca. late 1970s)
- Communist Party Member
- Newlywed
- **Suffering from hepatitis** – the inflammation of the liver. Hepatitis A is very contagious. It is spread when someone unknowingly ingests the virus — even in microscopic amounts — through close personal contact with an infected person or through eating contaminated food or drink.

THESIS STATEMENT EXAMPLES

- **Example from directions handout:**
 - In “Saboteur,” the actions of the professor balance between justice and vengeance.
- **Another example from Ms. Billett:**
 - The actions, attitudes, and dialogue of Mr. Chiu reveal his desire for retribution.
- **Another example from Ms. Billett:**
 - Due to the injustice of the authorities, Mr. Chiu becomes focused on revenge.



UNIT 6

PORTFOLIO:

LITERARY

ANALYSIS

For this essay, there are 2 options, and 1 is to write about “Saboteur”:

- **Analyze the character of the professor [Mr. Chiu] in "Saboteur."**

As you read, *analyze* Mr. Chiu.

1. Pay attention to

- Mr. Chiu’s actions
- Mr. Chiu’s attitudes
- Mr. Chiu’s words

2. Look for direct quotations you can use as evidence.

"SABOTEUR"

LET'S READ!

Reading strategies

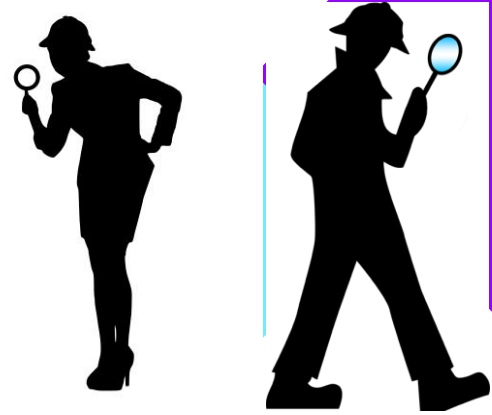


**Make a movie in
your head
with all the senses**



**Make connections
with your own life**

- -with what you know about the world
- with other stories you've read (or movies you've seen)



“Read between the lines.”

Take what you learn + what you already know,
= draw a conclusion.

"SABOTEUR" 539 a

Mr. Chiu and his bride were having lunch in the square before Muji Train State. On the table between them were two bottles of soda spewing out brown foam and two paper boxes of rice and sauteed cucumber and pork. "Let's eat," he said to her.

To his right, at another table, two railroad policemen were drinking tea and laughing; it seemed that the stout, middled-aged man was telling a joke to his young comrade, who was tall and of athletic build. Now and again, they would steal a glance at Mr. Chiu's table.

The rice and the cucumber tasted good, and Mr. Chiu was eating unhurriedly. His sickly face showed exhaustion. During the honeymoon vacation, he had been worried about his liver, because three months ago he had suffered from acute hepatitis; he was afraid he might have a relapse. But he had had no severe symptoms, despite his liver being still big and tender. Indeed, he was on the course of recovery.





DESCRIBE THE ATTITUDES
OF MR. CHIU SO FAR.

"SABOTEUR" 539-540 b

As Mr. Chiu and his wife were talking, the stout policeman at the next table stood up and threw a bowl of tea in their direction.

"Hooligan!" Mrs. Chiu said in a low voice.

Mr. Chiu got to his feet and said out loud, "Comrade Policeman, why did you do this?" He stretched out his right foot to show the wet sandal.

"You're lying. You wet your shoes yourself."

"Comrade Policeman, your duty is to keep order, but you purposely **tortured** us common citizens. Why violate the law you are supposed to enforce?"

As Mr. Chiu was speaking, dozens of began gathering around.

The policemen grabbed Mr. Chiu and clamped handcuffs around his wrists.

Mr. Chiu cried, "You can't do this to me. This is utterly **unreasonable.**"



WHAT WORD DO YOU ASSOCIATE WITH MR. CHIU'S COMMENTS & ACTIONS?

- Mr. Chiu spoke in front of dozens of people:
- “Comrade Policeman, your duty is to keep order, but you purposely tortured us common citizens. Why violate the law you are supposed to enforce?”
- Mr. Chiu cried, “You can’t do this to me. This is utterly unreasonable.”

"SABOTEUR" 540 c

The young policeman shouted, "You're a saboteur, you know that? You're disrupting public order."

Realizing he had to go with them, Mr. Chiu turned his head and shouted to his bride, "Don't wait for me here. Take the train. If I'm not back by tomorrow morning, send someone over to get me out."

They locked Mr. Chiu into a cell in the back of the police station.



#2. WHAT DOES MR. CHIU EXPECT TO HAPPEN?

- If I'm not back by tomorrow morning, send someone over to get me out.”

"SABOTEUR" 540-541 d

Mr. Chiu wasn't afraid. The Cultural Revolution was over already, and recently the Party had been spreading the idea that all citizens were equal before the law. The police ought to be a law-abiding model for common people.

EXIT TICKET



-
- As Mr. Chiu is in his prison cell, describe the expression on his face.

THANK YOU

Ms. Billett

Reading support teacher

208-550-8761