BLM 7 – *Reader Responses for "Yin Chin"*

Reader response is a process of writing to learn, rather than proving what you have learned through writing. It gives you an opportunity to approach the story in a way that allows you to examine your own thoughts, feelings, connections, and interactions. Because reader responses are a process of writing to learn, the focus of assessment is more on the quality of your exploration than on the quality of your writing itself.

Choose one of the following passages from "Yin Chin" and discuss the use of irony, satire, and images to create humour:

> *Last Saturday (seems like a hundred years later) was different. The tableload of people was Asian/Native. We laughed at ourselves and spoke very seriously about our writing. We really believe we are writers, someone had said, and the room shook with the hysteria of it all. We ran on and on about our growth and development and not once did the white man ever enter the room. It just seemed all too incredible that a dozen Hans and Natives could sit and discuss all things under heaven, including racism, and not talk about white people. It only took a half-dozen revolutions in the Third World, seventeen riots in America, one hundred demonstrations against racism in Canada, and thirty-seven dead Native youth in my life to become.*

> *It would have looked funny if pa'pa-y-ah had done it, or ol' Mike, but I was acutely aware that this was a chinaman. Ol' chinamen are not funny. They are serious and the words of the world echoed violently in my ears... 'don't wander off or the ol' chinamen will get you and eat you.' I pouted about the fact that mama had never warned me about them. 'She doesn't care.'*

> *A woman with a black car coat and a white pill-box hat disturbed the scene. Screek, the door of her old Buick opened. Squeak, slam, it banged shut. There is something humourlessly inelegant about a white lady with spiked heels, tight skirt, and a pill-box hat cranking up a '39 Buick. Thanx mama, for having me soon enough to have seen it.*

Reading Journal Response Rubric	
Outstanding	• personalized, innovative, and thoughtful responses that make connections with previous knowledge and experience and other texts • provides specific evidence that demonstrates close familiarity with and understanding of reading selection • interprets and analyses genre, technique, and purpose of selection • shows evidence of reflecting on and revising initial responses
Very Good	• personal and thoughtful responses that make connections with previous knowledge and experience as well as other texts • provides specific evidence that demonstrates familiarity with and understanding of reading selection • may interpret and analyse genre, technique, and purpose • usually shows evidence of reflecting on and revising initial responses
Good	• personal and generally thoughtful responses that often make connections with previous knowledge and experience and other texts • provides some specific evidence that demonstrates familiarity with and understanding of reading selection • sometimes interprets and analyses genre, technique, and purpose • may show evidence of reflecting on and revising initial responses
Satisfactory	• personal and sometimes thoughtful responses that may make connections with previous knowledge and experience and other texts • may provide some evidence that demonstrates familiarity with and understanding of reading selection • may attempt to interpret and analyse genre, technique, and purpose • may show evidence of reflecting on initial responses, no revision
Minimally Acceptable	• personal responses that may make connections with previous knowledge and experience as well as other texts • provides very limited evidence of familiarity with and understanding of text • little/no attempt to interpret/analyse genre, technique, and purpose • generally does not revisit initial responses
In Progress	• extremely limited and unclear responses that seldom demonstrate evidence of meeting the criteria • no response attempted