

Welcome to the 7th Grade. Over the summer you will be reading the novel, Ties That Bind, Ties That Break, along with several poems and informational articles that relate to the novel. For each text you will answer 2 short response questions. You will also answer 1 extended response question pertaining to the novel. You will also be responsible for keeping a journal. Details for the journal assignment can be found within the packet along with several other activities. **Please remember to cite at least 2 pieces of textual evidence from the texts to support your answer.** Have a wonderful summer! See you in September.

Texts you will be responsible for reading are as follows:

- Novel – Ties That Bind, Ties That Break by Lensey Namioka
- Article # 1- How Foot Binding Worked by Melanie Mc Manus
- Article # 2- Chinese Women in the Early 1900's by Talmadge Walker
- Poem # 1- Hope by Emily Dickinson
- Poem # 2- Still I Rise by Maya Angelou

Journal Assignment
for Ties That Bind, Ties That Break



There are two options for the journal assignment for Ties That Bind, Ties That Break. The choice you make will be for **ALL** of the journal assignments in this unit. Decide on one by trying to think about what sort of perspective (point of view) you would like to be writing from.

Choice 1:

You are one of Ailin's friends. She confides in you every day and tells you everything that happens in her life. In your journal, write **YOUR reactions** to the people and events in her life. You may also include some information you make up about your life as Ailin's friend. For this choice, you need to **write in this person's voice**.

OR

Choice 2:

You are Ailin. Since there is no one you can confide in, you begin writing all of your thoughts and feelings in a journal. You need to make believe that you are Ailin and **write from her point of view and in her voice** about everything that is happening.

Instructions that go for BOTH choices:

1. There will be **6** journal entries in total.
2. Each entry should be **at least 2-3 paragraphs long** and written in **complete sentences**.
3. Entries should **NOT** just be plot summary or about your personal opinion of the book.
4. You must **explain WHY** you (as Ailin or Ailin's friend) feel the way you do. You need to include the "because" part of the statement.
5. **Proofread** your work and make any necessary corrections.

	Chapters Included	
Journal 1:	Prologue and Chapter 1	
Journal 2:	Chapters 2 and 3	
Journal 3:	Chapters 4 and 5	
Journal 4:	Chapters 6, 7, 8, and 9	
Journal 5:	Chapter 10	
Journal 6:	Chapter 11 and Epilogue	

A Discovery Company

How Foot Binding Worked

by Melanie Radzicki McManus

Browse the article How Foot Binding Worked



Two elderly women in Tonghai, China wear tiny "lotus shoes" on their bound feet. Foot binding was a common practice in China for more than 1,000 years before it was outlawed in 1912. See more pictures of China.

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Introduction to How Foot Binding Worked

The mincing steps. The swaying hips. The little nubbins at the ends of women's legs, carefully tucked into miniature, ornate shoes. For 1,000 years, tiny, curved feet were considered the ultimate standard of feminine beauty in China, leading about 3 billion Chinese women to bind their feet during this time, despite the fact that foot binding was a long, extremely painful process that resulted in severely deformed feet for life [source: Ross].

Several stories exist as to how the practice got started, but the most popular and credible says it began with Emperor Li Yu, who reigned during the Southern Tang dynasty (937-975 A.D.). In 970, the emperor reportedly saw his favorite consort dancing on a golden lotus pedestal and was entranced by her feet, which she had wrapped in strips of cloth -- much like those of a ballerina dancing on pointe -- so her dancing appeared more beautiful. Seeing the emperor's pleasure, other court maidens similarly wrapped their feet. Soon upper-class women adopted the fashion, and eventually it spread to all women, no matter their social status. Only a few regions resisted, like the Manchu and those who hailed from Guangdong in southern China [sources: Holman, Ross].

Unfortunately, as the custom took hold it morphed. Women wanted ever-smaller, more curved feet, and so the foot binding process was created to achieve highly arched, 3-inch (7.6-centimeter) feet.

The practice thrived for 1,000 years until it was outlawed in 1912 after the revolution of Sun Yat-sen. However, women continued to bind their feet in parts of China until the late 1950s [sources: Evans, Minnesota-China Connection].

After the Communists came to power in 1949, women were forced to do hard physical labor like digging reservoirs, and those with bound feet found the work excruciating. They often went without food as they could not fulfill their daily production quota nor forage in the mountains for fruits like other women [source: Lim]. Today, foot binding is not practiced anywhere.

A 3-inch foot seems an impossibility. If you have the stomach, read on to see how it was achieved.

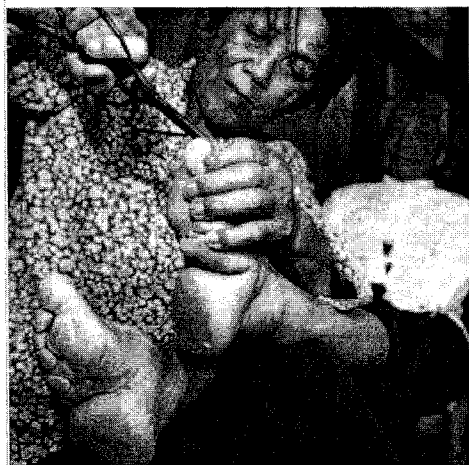
Foot Binding: Physiologically Speaking

The foot binding process was long, excruciatingly painful and pretty gross. It generally began when girls were 4 to 7 years old, because at that age the bones in their feet were still fairly soft and pliable, and thus easier to reshape [source: Footwear History].

First, the feet were softened in hot water. After a few hours, any dead skin was scrubbed off, toenails were clipped as short as possible and alum was sprinkled between the toes to stop perspiration. Next came the actual binding. Cotton bandages, generally 2 inches (5 centimeters) wide by 10 feet (3 meters) long, were soaked in hot water so they'd shrink as they dried. Then the binder -- sometimes the girl's mother, other times an experienced woman in the village -- folded the girl's four small toes under her feet and began wrapping each foot with the bandages in a figure-eight pattern. The goal was to leave the big toe and ball of the foot largely intact, but keep the other four toes under the foot and bring the heel forward, towards the front of the foot. The bones in the arch and foot would break during the process. To ensure a tight bind and prevent the little girl from ripping off the bandages, the bandages were sewn together at several points. Once the binding was finished, a small pair of shoes was placed on the girl's feet and she was forced to walk around. The initial steps taken when feet were bound were incredibly painful [source: Footwear History].

Every day or two, the girl's feet were unbound, bathed and rebound. Slowly, the bindings became tighter and the shoes smaller, until her feet reached the coveted 3-inch crescent moon shape, a process that took about two years [source: Minnesota-China Connection].

During this lengthy process, many things could go wrong. If a girl's toenails hadn't been trimmed enough, they could cut into the bottom of her feet and cause an infection. Gangrene was also a worry; it could quickly set in if the bindings were too tight [source: Evans]. Even when everything had been properly done, it was common



A 105-year-old woman with bound feet, has her toenails cut by her daughter in central China's Hubei

province June 28, 2006. Note the broken instep and the toes curved under the sole.
© STRINGER/CHINA/Reuters/Corbis

for bound feet to become swollen and pus-filled, then break open, causing even more pain, plus a terrible odor [source: Holman].

avoid infection, and always rebinding quickly after a washing. If her feet weren't rebound, they'd begin to lose their form, which some Chinese women said was as painful as the original binding [source: Holman].

FOOT BINDING IN BOOKS

Can't get enough of this subject? Here are some books featuring foot binding that you might want to check out: "Aching for Beauty: Footbinding in China" by Wang Ping; "Every Step a Lotus: Shoes for Bound Feet" by Dorothy Ko; "Snow Flower and the Secret Fan" by Lisa See (Movie version directed by Wayne Wang); "The Three-Inch Lotus" by Feng Jicai and "Wild Swans: Three Daughters of China" by Jung Chang.

Foot Binding: Cultural Effects

Once foot binding became entrenched in the culture, it was impossible to stop. Bound feet became the norm; unbound feet were seen as freakish, lewd and ugly. And while mothers undoubtedly hated to inflict pain on their daughters, leaving their feet unbound was never considered. For if a mother didn't bind her daughter's feet, her daughter would be ridiculed by other women and would almost assuredly never snag a husband. A young girl could be lifted out of poverty if her feet were small and perfectly curved, because that was more important to men than her social status [source: Holman].

Foot binding also fostered the dominance of men over women. Since it was difficult for a woman to walk with bound feet -- the farthest she could walk was 3 or 4 miles (4.8 to 6.4 kilometers) -- Chinese women never strayed far from home, nor had much contact with others outside their villages. This made them more conservative and more willing to obey their husbands. Their diminished mobility virtually ensured they couldn't have extramarital affairs, or run away to escape a beating when their husbands were displeased. As foot binding became entrenched during the Song dynasty (960-1279), education for women was strictly curtailed and independent property rights outlawed [sources: Evans, Ross, Holman].

On a more positive note, foot binding also created strong intergenerational bonds among the women, since they did all the binding and also had their feet bound. Women were proud of their tiny feet. They regularly got together to sew their shoes, which were a major fashion statement [source: Gillet].

Beyond relationships, foot binding reshaped China's architecture. The Chinese began building only single-story homes because it was so difficult for women to climb stairs. Streets and lanes were very narrow because the women needed to lean upon walls or railings when they walked [source: Ross].

Amazingly, foot binding also affected the world's colonization. While Westerners were rapidly exploring the globe and colonizing vast swaths of land, the Chinese opted out. Their women couldn't travel easily or perform the difficult manual labor necessary when pioneering a new country, and the men didn't want to leave their women. The few Chinese who did settle new lands were almost all from the ethnic groups that didn't practice binding [source: Ross].

Short Response Questions for "How Foot Binding Worked"

1. Why do you think the process of foot binding still continued in secret after it was outlawed in 1912?

2. Describe 2 cultural effects (1 positive and 1 negative) foot binding had on the Chinese.

[Print Article](#)



Discover the expert in you.

Chinese Women in the Early 1900s

By Talmadge Walker, eHow Contributor

China has seen many changes over the last 100 years. In 1910 China was a predominantly rural, agricultural society, steeped in tradition and ruled by an emperor from a dynasty that had been in power for nearly 300 years. Now China is a major industrial power and agriculture only provides about 10 percent of the gross domestic product. Nearly half the population is now urban. Many of these changes have affected women.

Education

In 1900 formal education was denied to most women. After the revolution of 1912, women in urban areas began to gain access to educational opportunities. Chinese women now have a literacy rate of 88 percent. Although most of these changes culminated in the decades after the Communist revolution of 1949, the trends began earlier, with the overthrow of the emperor and the founding of the Republic of China.

Economic Opportunity

Economic opportunities for Chinese women began opening up somewhat as well in the 1900s. Prior to the 20th century, the usual roles assigned to women were wives, concubines, ~~† maids~~ If the experience of Chinese immigrants to America is representative, there was shift between 1900 and 1920 in the occupations of Chinese women working outside the home. Fewer women were working as ~~maids~~ and garment workers, and more were finding jobs as clerical workers, saleswomen, teachers, and nurses.

Foot Binding

Foot binding was a practice that probably began in the 10th century. Though there is much speculation about the reasons for its popularity in Chinese society, the

ultimate result for women was a painful practice limiting mobility and increasing their subjugation to their husbands. The practice was finally banned in 1912 by the new Republican government, though it was still done in secret by many families until mid-century. The inability of the Republican government to gain firm control of the country meant enforcement was not totally effective.

Economic Hardships and Social Unrest

The early 1900s was a period of hardship for all Chinese, and the women suffered just as much as the men. The population suffered from poor health care typical of many pre-industrial societies. Land distribution inequities and environmental problems meant many people went hungry. To make matters worse, warfare was an almost constant factor in the first half of the 1900s, as revolutionaries fought to overthrow the emperor, then Republicans fought to rid the country of warlords, then communists and nationalists fought over control, and finally as both communists and nationalists fought the Japanese.

Short Response Questions for "Chinese Women in the Early 1900's"

1. How did China change after the fall of the dynasty?

2. Why were women finally allowed to find jobs as teachers and nurses?

Summer Reading Packet

Grade 7

Novel-Ties That Bind, Ties That Break by Lensey Namioka

Inference Activity

Directions: Throughout the novel several characters go through changes. List the changes each character goes through and what it shows about them.

Character	What the Character Does	What This Shows About the Character
Ailin		

Activity

Students will write a postcard to Ailin from one of the following characters: Second Sister, Mother, Big Uncle, Miss Gilbertson, Zhang Xueyan or Mrs. Warner.

On the written side of the postcard students might share:

- Their reaction to Ailin's decision to move to San Francisco.
- How they feel about their current and past relationship with Ailin.
- Recounting the events that led up to Ailin's decision to move to San Francisco.
- Words of advice for her future.

On the picture side of the postcard students will draw:

- One of the settings from Ailin's life in Nanjing.

Summer Reading

Directions: Read and analyze Emily Dickinson's poem "Hope" and answer the questions that follow.

"Hope" is the thing with feathers - (314)

BY EMILY DICKINSON

"Hope" is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I've heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

Short Response:

1. How is hope being described in this poem? Use textual evidence to support your response.
2. What is the overall message in this poem? How is the message displayed in the Ties That Bind...? Use textual evidence from both the poem and the novel to support your answer.

Directions: Read and analyze Maya Angelou's poem "Still I Rise" and answer the questions that follow.

Still I Rise

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise I'm a black ocean, leaping and wide,

Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear I rise
Into a daybreak that's wondrously
clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

Short Response:

1. What is the tone of Maya Angelou's poem? Use textual evidence from the poem to support your response.
2. What is Maya Angelou's overall message in this poem? How does this poem's message relate to the theme presented in the novel *Ties That Bind*? Use textual evidence from both the poem and the novel to support your answer.

Joining Clauses at the Circus

Directions: use subordinating and coordinating clauses to join the clauses into a single sentence. Rewrite the sentences and change words and tenses if necessary, but **do not remove information**.

Coordinating Conjunctions: for, and, nor, but, or, yet, so

Subordinating Conjunctions: after, although, as, because, before, even if, if, now that, once, since, that, though, unless, until, when, whenever, where, wherever, while

1. The circus came to town. Tickets were cheap. I decided to go with my friend.

2. The clowns drove up in a little car. There were a bunch of them. I didn't think they would all fit.

3. A guy stuck his head in the lion's mouth. Bears were dancing in tutus. An elephant rode a bike.

4. A man with a whip was beating the animals. The animals were sad. The man fed them a snack.

5. I always have fun at the circus. A lady was selling snacks. I bought popcorn and cotton candy.

6. A family did tricks on the flying trapeze. I took pictures. I thought one of them was going to fall.

7. My belly hurt from eating junk. I had a good time. The circus is always fun.

A **relative pronoun** introduces a dependent clause that modifies (gives more information about) a word, phrase, or idea in the independent clause.

• The most common relative pronouns are(who, whom , whose, that, which)

Directions: Underline the relative clause in each sentence.

Circle the relative pronoun that introduces the clause.

1. The book that I got from the library is due tomorrow.
2. My father, whom I respect, congratulated me on a job well done.
3. I am always frustrated by people who talk while watching a movie.
4. The store no longer sold the computer that I wanted.
5. We walked past the church in which I was baptized.
6. The child to whom you have spoken is my sister.
7. The tallest man who came to the show is my Uncle James.
8. The man whose restaurant burned down was very sad.
9. My first novel, which was published last year, was about my family.
10. The hit song, whose composer won an award, has been playing all day.
11. The building that was scheduled for demolition was knocked down.
12. The young girl who lives next door needs a babysitter.
13. The singer who was very talented won the contest.
14. The reckless driver who ran the red light crashed his car.
15. Clearance sales, which happen rarely, are great ways to save money.
16. Spiders, which build beautiful webs, eat the flies they catch
17. The bicycle that I ride to school is quite old and needs some repairs.
18. The truck, which was a huge machine, could carry all their belongings.
19. My cousin, whose guitar playing you have heard, wants to be a musician.

