

TITLE OF LESSON

American Literature Unit 2 Lesson 3 – Aprender el Inglés (Learning English)
What does our language reveal about ourselves?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, 3.9, W1.0-5, 1.9, 2.0-1, W/O1.0-2, L/S1.0-1, 1.6-8, 2.0, 2.1

MATERIALS

Learning English – Reading

Aprender el inglés – Reading

Vocabulary Taboo – Student Page (one copy – you will need to cut the cards out so that you have eight cards)

Vocabulary Taboo Strategy – Described in *Teaching Strategies* section of our website

Writing Toolbox – Student Page (2 per student)

Essay 1 Guidelines – Student Page

LESSON OBJECTIVES

- To read *Aprender el inglés, Learning English*
- To attempt to translate Spanish poetry
- To reflect on the feeling of language being limited
- To demonstrate peer revision skills

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp homework/ Initial Step 2 of **Guidelines**. Pass back graded assignments and have students place them in the appropriate section of their binders.
- 2) **Daily Log** – Copy Daily Log below

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Taboo 2. Learning English 3. Peer Revision of Essay 1 (Step 3 of Guidelines)	<i>Aprender el Inglés</i> <i>Learning English</i>	1. Tell and re-tell your story to someone out loud, making notes of changes. 2. Use the Toolbox to analyze one of the essays read in class. Write Journal #2 (at least 1 full page) 3. Second draft of Essay 1: Reflective Autobiography (Step 4 of Guidelines)

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary Taboo** – Ask if anyone remembers the vocabulary taboo game played in the previous unit. Tell them that the class is going to play a quick round right now. Review the rules. The class will be divided into two teams. One team will go first. A person from the team will come and get one of the **Vocabulary Taboo** cards. Tell them that this has a vocabulary word from the last unit on it. This person must try to get his/her team to guess the word in less than thirty seconds (you may want to increase or decrease the time limit, depending on how long it actually takes them). The clue-giver will stand in front of the team and say as many clues as possible. There is one rule regarding the taboo words. These words cannot be used in any of the clues, or the team's turn will be automatically over. Play one round the regular way – each team gets a turn with one word,

and taboos are not allowed. Then play a round where one team has an advantage: they have no limits. They may use the taboo words if they wish. Repeat the exercise, switching the team that has the advantage.

2. Reflection – Now ask the class to describe what the experience is like, to have a limited set of words they can use to describe something. Did it make a difference for the team that had no limits? What did it feel like for the team with the advantage? What did it feel like for the team without the advantage? The purpose of the activity is to establish some schema about the feeling of having your ability to express something limited by external forces.

(NOTE: you may wish to alter the game, using new words. However, if you play it with the words given, it will be a good review of their previous vocabulary.)

3. *Aprender el inglés* – Distribute the poem in Spanish and tell the students to try to translate it in their groups. Any group with a native Spanish speaker in it has a significant advantage! Give them just about five to seven minutes to attempt a translation. Then call on each group to present their attempted translation to the class.
4. *Learning English* – Distribute the poem in English and tell the students to read the poem and compare their translations with the translation given. How close were they? How did it feel to try to guess at the meaning of the poem? If any group had Spanish speakers in it, how did it feel for them to have this advantage? What if you had to express yourself in a very limited amount of words, and could not make everything you thought and felt be understood? Has anyone had that experience? Did anyone write about that experience for their Reflective Autobiographical essay? What have they read so far that talks about this experience? (Hopefully, someone will be able to come up with Amy Tan's essay, and the notion of "broken English", as well as the actual theme of the poem they just read.)
5. **Peer Revision** – Ask students to take out the first drafts of their Essay 1 and their Essay 1 Guidelines. Pair up the students and have them trade essays. Tell them to look at the **Guidelines**, while editing their partner's essay. They have been through the revision process before, so they should be familiar with it. If anything is missing, they should make a note of it and suggest how to incorporate it. Spend twenty minutes on revision.
6. Review Homework – Students should write a second draft of Essay 1. Before they write the second draft, tell them that you want them to think about the storytelling exercise they did in the first class. They should practice telling the autobiographical story out loud to at least two different people and see how it changes. Distribute two copies of the **Writing Toolbox** to the students. Tell them to check off the tools they incorporate to make their story better when they re-tell it, providing examples from their story for each tool used in the space provided. Make notes of these changes on the **Toolbox** and use them to improve the written version. In addition, they should use the **Toolbox** to analyze one of the essays read in class, checking off the tools the writer uses, and providing examples of each tool from the writing. Which tools are the writers using to transform their incidents into a story with a larger message? After they have used the Toolbox to analyze their own story and the story of one of the authors, they should begin the revision of their essays, incorporating suggestions for revision, as well as ideas from the **Toolbox** exercise.

HOMEWORK

- 1) Tell and re-tell your story verbally. Make notes about tools you use on the Writing Toolbox.
- 2) Use the Toolbox to analyze one of the essays read in class.
- 3) Second draft of Essay 1: Reflective Autobiography (Step 4 of **Guidelines**)

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story
Evaluation Essay 1
Incident Poem

Unit 2

None

Essay 2
Essay 3: Satire
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam