

NOTE: If the students did not finish yesterday's assignment, today will need to be a computer lab lesson. Please make sure you have signed up for the lab in advance.

TITLE OF LESSON:

English 2 Unit 3 Lesson 14 – The Moon and the Sea: Introduction to *Bless Me Ultima*
How does our knowledge of symbols shape our understanding of new information?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1.2, 2.0, 3.0, 3.12; W2.0, 2.1 a-e; W/O1.0-3; L/S1.0-1
NETS for Students – 1 through 6

MATERIALS

Bless Me Ultima, Ch. 1 – Reading (not provided by ESubjects)

Guidelines to Essay 1: Novel Evaluation – Student Page

Novel Evaluation Presentation Rubric – Student Page

Open Mind – Student Page

Editing Skills List – Student Page

Computer lab with Internet access

Macromedia Dreamweaver

Adobe Photoshop

Novel Evaluation Presentation Rubric – Student Page

Note: Prior to class you will need to make sure you have class sets of the book, *Bless Me Ultima*, by Rudolfo Anaya.

LESSON OBJECTIVES

- To finish Symbols Web Pages, if not complete
 - To practice peer editing skills
 - To demonstrate spelling, punctuation, and grammar skills through peer editing
 - To begin reading *Bless Me, Ultima*
 - To identify symbols in the first chapter of the book
 - To draw connections between the book and previous examinations of symbolism
 - To make predictions and pose questions about the text to be read
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework, including Step 4 of the **Guidelines for Essay 1: Novel Evaluation**. Return any graded assignments. Remind the students that binders are due in Lesson 15.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) Computer Lab Protocol – If you are in the lab, remind students of appropriate computer lab etiquette and the consequences for any misbehavior. Ask them to leave the computers turned off until you ask them to turn them on.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	9 - Based on the book, and on your list of associations, how do you interpret the two symbols you chose from Antonio's dream? (one page)		<ol style="list-style-type: none"> 1. Complete web pages with image maps. 2. Peer Edit (Step 5 of Guidelines) 3. Open Mind for <i>Bless Me, Ultima</i> 	<i>Bless Me, Ultima</i> – Chapter One	<ol style="list-style-type: none"> 1. Peer Edit, if not completed in class. (Step 5 of Guidelines) 2. Practice for book talks (in Lesson 16). 3. Write Journal 9. 4. Finish vocabulary lists. 5. Organize binders. Due Lesson 15.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Complete Web Pages** – If the students have not finished their web pages with image maps, give them twenty minutes to do so now. The students who have finished should find a partner and exchange essays for peer editing. Give students the editing instructions (see below). But allow web page creators to get to work finishing. As a reminder, they will still have to edit their essays. They will just have to do it on their own time since they are using the time that is supposed to be editing time to finish their web pages.

NOTE: After 20 minutes, you may want to take students back to your class room so that the computers don't distract them from the rest of the tasks they must complete today.

2. **Peer Edit** – Tell students they will be trading essays to edit (step 5 on the **Guidelines**). If they have time in class, they may do it today. If they run out of class time, they must find someone to edit their essay for homework. Have students find a partner. They will edit directly on the second draft, and type the final draft in the lab tomorrow. Tell students to bring out the second draft of the essay, along with their **Editing Skills List**. Tell students they are on their own for editing. It is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable.

Remind students that it is not their job to correct words for the author. It is their job to spot words they believe may be misspelled. Tell students that anything they are asked to actually change as editors on the **Editing Skills List** (e.g., capitalizing the first word of each letter in the title, capitalizing the first letter of the first word of a sentence, putting a period at the end of a sentence, correcting run on sentences by taking out too many ands and putting in a period, and so on.) they should do in such a way that the original errors are still visible. In this way, authors will be able to see their corrections and the original and choose which is the correct version for their final draft. Give students twenty minutes for peer editing. Sign Step 5 on the **Essay** Instructions (or on the second draft of the essay) for students who complete this on time. At the end of 20 minutes, call time. Have students put their essays away.

3. **Open Mind** – At the end of 20 minutes, call time. Distribute the **Open Mind** graphic organizer to each student. Remind them that, even though we try to approach new books with an open mind, we are always asking questions and making predictions based on our previous reading. Tell them that you will be reading from the first chapter of *Bless Me, Ultima*. While you read aloud, you want them to write down their thoughts in the spaces available in the **Open Mind**. There are eight “thought balloons” for them to record their thoughts. They should fill all of them. They may also use the space around the thought balloons to write more. The more they write, the better their grade! That’s right. The more they put good thoughts on paper, the better their grade will be. Tell them that any thoughts related to the reading are acceptable. They may write questions that occur to them, words that they don’t understand, and predictions about the book they are about to read. Tell them that you want them to try to write down ways they are reminded of the texts they have read in class so far during this unit. Ask for some volunteers to remind the class of the previous texts (this could include the Jung reading, the Joseph Campbell, the Carmen Lomas Garza paintings, *In a Dark Time*, etc.). At least three “thought balloons” must contain connections to previous texts. They may write words and brief phrases, and do not need to worry about spelling or complete sentences. The more they write, the better their grade will be.
4. **Teacher Read Aloud** – Read the first chapter and ask students to follow along. If you find that students are getting bored, not paying attention, or falling asleep, ask them to read and continue by Popcorn Reading.

5. Connections – Throughout the reading, pause and ask for volunteers to mention what connections are being drawn. When Anaya mentions that Ultima is a *curandera*, someone may remember Garza’s paintings of *curanderas* doing healing ceremonies. The dream imagery, especially the archetypes of the moon and the sea, or the symbol of Ultima’s owl, may recall Campbell or Jung. The reference to the *Virgen of Guadalupe* may recall the poem *Good Friday*. The theme of childhood remembrances echoes *Depth of Fields*.
 6. Symbol Interpretation – After reading aloud, ask the students to list some of the symbols they found in this chapter of the text. Make sure they tell you which page in the book describes the symbol. Write their answers on the board. Then tell the students to re-read the part of the book that mentions Antonio’s dream. Tell them to select two images from the dream and write down ten associations for each, the way they did with their homework two nights ago. Then they should write a one-page journal entry, answering this question: Based on the book, and on your list of associations, how do you interpret the two symbols you chose from Antonio’s dream? Be sure to include examples from the text to support your interpretation.
 7. Review Homework – Remind students to finish their vocabulary lists and organize their binders. Those who did not do peer editing in class must find someone to edit their essays tonight. They should also begin practicing book talks (one minute novel evaluation presentations), which are due in Lesson 16. Remind them that these should be no more than one minute in length, and that they should refer to their **Novel Evaluation Presentation Rubric** for guidelines. If any students are missing this sheet, make sure to give it to them.
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HOMEWORK

1. Peer edit Novel Evaluation Essays, if not completed in class.
 2. Practice book talks.
 3. **Journal 9**: Based on the book, and on your list of associations, how do you interpret the two symbols you chose from Antonio’s dream? Be sure to include examples from the text to support your interpretation.
 4. Finish vocabulary lists.
 5. Organize binders. Due Lesson 15.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
 Evaluation Essay #2
 Project 2
 Evaluation Essay #3
 Project 3 – Planning Your First Image
 Project 4 – Planning Your Second Image
 Novel Evaluation
 Project 5 – Planning Your Third Image
 Evaluation Essay #4
 Final Project Image
 English 2 Unit 1 Final Exam

Unit 3

Memory Poem

Unit 2

Essay 1: War
 Essay 2: Communication
 Novel Evaluation 2
 Project 1 – Letters to the Editor
 Evaluation Essay #5
 Project 2 – Political Cartoons
 Project 3 – Editorials
 Project 4 – CyberSpeech
 Project 5 – Hard News Stories
 Novel Evaluation 3
 Final Project – Online Newspaper
 English 2 Unit 2 Final Exam

Unit 4

None

