

TITLE OF LESSON:

English 2 Unit 3 Lesson 16 – Book Talks/Background for *Bless Me, Ultima*  
*What are some of the primary themes and symbols in Bless Me, Ultima?*

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1.2, 2.0, 3.0-10, 3.12; L/S1.0-1, 1.3-8, 2.0, 2.4a-d

MATERIALS

*Bless Me Ultima*, Chapters 4 and 5 – Reading (not provided by ESubjects)  
*Curanderismo* – Reading – Four copies for each group  
*Brujeria* – Reading -- Four copies for each group  
*La Llorona* – Reading -- Four copies for each group  
*La Virgen de Guadalupe* – Reading -- Four copies for each group  
**Jigsaw Instructions for Bless Me, Ultima** – Teacher Page  
**Novel Evaluation Presentation Rubric** – Student Page  
**English 2 Independent Reading List**– Student Page  
**Presenting Information Rubric** – Student Page  
Computers with Internet connection (if possible)

LESSON OBJECTIVES

- To present a one minute novel evaluation
- To choose a novel based on the novel evaluation presentations
- To read information that will help students understand *Bless Me, Ultima*
- To research themes of Catholicism and indigenous spirituality that inform *Bless Me, Ultima*
- To prepare to present information from the reading to the class the next day

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Return any graded assignments. Return binders. Return Essay 1, if graded, and have students place it in their portfolios. Return Unit 3 Vocabulary Lists, and remind students that there will be a quiz in Lesson 18.
- 2) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> <li>1. Book Talks</li> <li>2. <a href="#">Jigsaw</a></li> </ol>	<i>Curanderismo</i> , <i>Brujeria</i> , <i>La Llorona</i> , <i>La Virgen de Guadalupe</i>	<ol style="list-style-type: none"> <li>1. Read Chapters 4 and 5 of <i>Bless Me, Ultima</i> and interpret two more symbols (due Lesson 18).</li> <li>2. Study vocabulary (quiz in Lesson 18).</li> <li>3. Choose a new novel for Independent Reading.</li> </ol>

ACTIVITIES – INDIVIDUAL AND GROUP

1. Book Talks – Randomly, call on students one at a time to present their one minute novel evaluation presentations. Remind them that if they do not stand and give their presentation when you call on them, their presentation will be considered late and will be marked down accordingly. Remind students that they may use their notes to present, but they should not be reading off of them the entire time. They should be looking at their



audience. Tell the rest of the class that they should be listening closely in order to select their next book for Independent Reading. Tell them to take notes on each presentation. For each speaker, they must write down the title of the book, whether or not they would like to read the book themselves, and one thing the speaker did that convinced them to read or not to read the book. Tell them that you will collect these sheets when the presentations are finished. Recommend also that the students watch the presentations closely in order to make decisions about how to present themselves. Time the presentations to make sure that they only last one minute. At the end of a minute, call time. Students must stop whether they have finished or not. And they should be graded accordingly. This will help to keep the pace quick and it will reinforce to students that the time limit is real. In other words, you do what you say you will do. Use the **Novel Evaluation Presentation Rubric** to grade students as they present.

2. Collect all of the notes students took during the presentations.
3. Independent Reading Novels – Students should choose their next novels for independent reading. By now, students should be making their own trips to the library to obtain copies of the novels they will read. Or they should be purchasing them on their own, if money will allow. If your class has elected to donate books in order to create their own class library, make sure you have a good check out policy in order to ensure that books are returned or replaced. Remind students it is now their responsibility to check out, buy, or borrow their books. You may want to have extra copies of the **English 2 Independent Reading List** (found in the Student Pages) just in case you have some new students or students have misplaced their copies.
4. Jigsaw Strategy – Using background information about the motifs in *Bless Me, Ultima*, students will break into groups and become experts on one particular topic. In tomorrow’s lesson, they will present what they have learned to the other groups. For today’s lesson, each group will need a set of readings for their topic. It would be best if every group also has a computer to use, so that they can refer to the websites as well (if no computers are available, just leave out the web references). One group should get the reading entitled *Curanderismo* and the following URL (if possible, have them copy and paste the URL from this lesson): [http://www.findarticles.com/cf\\_dls/g2603/0003/2603000312/p1/article.jhtml?term=](http://www.findarticles.com/cf_dls/g2603/0003/2603000312/p1/article.jhtml?term=). One group should get the reading *Brujeria*. One group should get the reading, *La Llorona*, and the following URL: <http://www.lallorona.com/>. One group should get the reading, *La Virgen de Guadalupe* with the following URL: <http://www.catholic-forum.com/saints/mary0003.htm>. Every student in the group should get a copy of the reading.
5. Introducing **Jigsaw** (see Teacher Page, **Jigsaw Instructions**. Use this page to deliver your instructions to the students) – Divide the class into four groups. If this is the usual amount of groups you have, students may stay in their regular groups. Tell the class that they will be participating in an activity called a **Jigsaw**, where each group researches a particular topic. After they read about that topic and become experts in it, they will teach the ideas of that topic to the rest of the class. Tell them that there will be four groups, and each group will be assigned an article that relates to something in *Bless Me, Ultima*, their central text for this unit. Tell them that they will all be responsible for learning all of the information during tomorrow’s class period, when the groups present the information they have read.
6. **Jigsaw** Reading – Distribute the readings (see number 4 above for distribution instructions). Every student in each group should get a copy of the reading and the accompanying handout that has been assigned to their group. The group members will need to assign *Group Roles* (see below). Every group member will be responsible for fulfilling a group role, and for presenting the information they learn in tomorrow’s lesson. The presentations will be no longer than five minutes, so they should plan accordingly. Tell students to begin reading the information immediately, so that they can use the class time to complete the tasks assigned to them, as described in the **Jigsaw Instructions**. List the tasks on the board so that the students may refer to them as they read. They may choose how they want to read – paired reading, silent reading, group read around, or another method. Distribute the **Presenting Information Rubric** and tell the class you will give them a fifteen minute signal before the end of class so that they can look over the rubric and plan their presentation. Spend the rest of the class doing reading and Jigsaw research.
7. Presentation: Group Planning – Fifteen minutes before the end of the period, call time and tell them that they have only fifteen minutes to complete the information on their handouts with their group’s assistance. Remind

them to look over the **Presenting Information Rubric** so that they can plan their speaking order and discuss whether or not any individual planning must be done tonight. Point out that the point is to create a presentation that is fun for the class, rather than just lecturing. So they should have some fun with how they will be teaching the rest of the class their topics.

8. Symbol Interpretation – Tonight, for homework, the students should read Chapters 4 and 5 of *Bless Me, Ultima*. Tell them to select two more images from Antonio’s dreams and write down ten associations for each, the way they did with Chapter 1. They should write an interpretation of these symbols, based on the text and their associations. They should also note if there are any further references to the symbols they noted previously (reading and interpretation due in Lesson 18).
  9. Review Homework – Remind students to study their vocabulary for the quiz in Lesson 18.
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#### HOMEWORK

1. Read Chapters 4 and 5 of *Bless Me, Ultima* and interpret two more symbols (due Lesson 18).
  2. Study vocabulary (quiz in Lesson 18).
  3. Choose a new novel for independent reading and bring it to class tomorrow.
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#### GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible for the summary of the reading and the generation of questions about the reading. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Timekeeper – Your job is to make sure the group is completing their assigned tasks in the given time (as well as timing the presentation to make sure it is only five minutes). Make sure to give a five-minute warning and a one-minute warning.

Notetaker – Your job is to write out the words the group is giving you for the summary and the questions. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to present the information about your topic to the class. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

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#### 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



## Essay 1: Novel Evaluation

