

TITLE OF LESSON:

English 2 Unit 3 Lesson 19– Dance of the Owls

What are some of the primary themes and symbols in Bless Me, Ultima and how can we interpret them?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R3.0, 3.5, 3.7, 3.11; W1.0-1.2, 2.2; W/O1.0-3; L/S1.0-6, 2.4 a-d

MATERIALS

Dance of the Owls – Reading

Owl Interpretations – Reading

Bless Me Ultima, Chapters 8-10 – Reading (not provided by ESubjects)

Venn Diagram – Teacher Page (located in *Teaching Strategies portion of our site*)

LESSON OBJECTIVES

- To read several uses/interpretations of the symbol of the owl
- To compare and contrast multiple interpretations
- To develop a thesis and supporting reasons for a given interpretation

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Return any graded assignments, including the vocabulary quiz, and have students place them in the appropriate section of their binders.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) **Sustained Silent Reading** – Read for fifteen minutes. Afterwards, ask for a volunteer to point out a symbol in their novel and speculate about its meaning. Ask for other volunteers to suggest alternate meanings. Repeat with a few volunteers.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Reading – <i>Dance of the Owls</i> 2. Venn Diagram 3. Owl Interpretation 4. Symbols Interpretation	<i>Dance of the Owls</i> <i>Owl Interpretations</i>	1. Draw a Venn Diagram and write an interpretive paragraph on the relationship between the two symbols chosen last night. 2. Read Chapters 8 to 10 of <i>Bless Me, Ultima</i> and choose four symbols from the text for future interpretation. 3. Study vocabulary. 4. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Reading: **Visualization** – Distribute this reading to the students. Tell them that this is a folktale from the Southwestern part of the United States, co-written by Anaya, the author of *Bless Me, Ultima*. Read it aloud to them, using a strategy called Visualization. Tell them that, while you read the story, they should close their eyes and imagine that a movie of the story is playing in their heads. Tell them to picture the events, the setting, the sounds and smells and sights of the story. They should pay special attention to the visualization of the owls – what do they look like? What do they make you feel when you imagine them?

2. **Venn Diagram** – Draw a **Venn Diagram** on the board (see instructions in *Teaching Strategies*, if necessary). Write the word Owl underneath. At the top of the first circle, write *Bless Me, Ultima*. At the top of the second circle, write *Dance of the Owls*. Tell the students to think of words to describe the owls (not just their physical appearance, but what they represent, symbolically). Are they frightening? Powerful? Wise? Magic? Good? Evil? Do they signify death? Witchcraft? The devil? As they suggest words, ask them which circle to put the words in. The words that only relate to the owl in *Bless Me Ultima* should go in that circle. The words that only relate to the owls in *Dance of the Owls* should go in that circle. If the words relate to the owls in both stories, they should go in the part where the circles overlap. As students suggest words, encourage them to give you evidence from the text that supports their interpretations. How do they know the owl is good or evil, for example?
 3. **Read Aloud** – Now distribute the reading *Owl Interpretations*, which describes the symbolism of the owl across several cultures. Call on volunteers to read the different sections of the handout aloud.
 4. **Venn Diagram** – Draw a second **Venn Diagram** on the board. Write the word Owl underneath. In one circle, write *Bless Me, Ultima*. In the other circle, write *Owls in Mythology*. Tell the students to take out a clean sheet of paper and copy the diagram. Tell the students to get into their groups and assign *Group Roles* (see below). In groups, they should fill out the diagram. After they fill it out, they should write a paragraph-long interpretation of what an owl symbolizes. This paragraph should contain a thesis sentence and three supporting reasons for their interpretation. They should use the **Venn Diagram** to plan the paragraph, and compare interpretations of the owl to the representation of the owl in *Bless Me, Ultima*. Allow ten to fifteen minutes for this activity.
 5. **Present** – Call on each group to present their interpretative paragraph on the owl symbol.
 6. **Review Homework** – Last night, the students should have located two symbols that are connected in some way. Tonight, they should draw a Venn Diagram that represents the relationship between those two symbols, and write an interpretive paragraph that presents a thesis statement about their interpretation, and three reasons supporting it. They should also read Chapters 8 to 10 of *Bless Me, Ultima*. Tell the students that they are going to be responsible for choosing four symbols from the text for future interpretation. The interpretation practice they are doing now will prepare them for a longer interpretive essay. As they read tonight, they should consider which symbols in the text they would be interested in exploring and writing about further. They should write down four ideas for symbols they would like to explore.
-

HOMEWORK

1. Draw a **Venn Diagram** and write an interpretive paragraph on the relationship between the two symbols chosen last night.
 2. Read Chapters 8 to 10 of *Bless Me, Ultima* and choose four symbols from the text for future interpretation.
 3. Study vocabulary.
 4. Continue reading novels.
-

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 **Venn Diagram** and the interpretive paragraph. 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. 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 **Venn Diagram** and the paragraph. 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 present your group’s interpretation to the class. It is your job to make sure that the presentation runs smoothly and effectively conveys the ideas of the group.

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
Essay 1: Novel Evaluation

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