

TITLE OF LESSON

English 2 Unit 3 Lesson 2 – Our Family Pictures
How does family history shape us?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1.2, 3.0, 3.5-3.9, 3.11; W2.2; W/O1.0-3; L/S1.0-1, 2.4 a-f

MATERIALS

Depths of Fields – Reading
Good Friday – Reading
Poetry Tools – Student Page
 Drawing paper
 Pens or colored pencils

LESSON OBJECTIVES

- To read *Good Friday* by Rofel G. Brion
- To complete a **Poetry Tools** sheet for *Good Friday*
- To create a family picture for *Good Friday*
- To present and explain the family picture
- To compare *Depths of Fields* and *Good Friday*

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Make sure students have their independent reading novels, especially if you have new students who may have had to find a novel last night. You may want to make available your books for students who forget to bring a novel to read today.
- 2) [Daily Log](#) – Copy [Daily Log](#) below.
- 3) Sustained Silent Reading – Tell students to read silently for twenty minutes, and make sure to read along with them. After silent reading, ask students to point out a passage in a book that could be visualized as a snapshot, like a family picture. Ask them which images they would put in the picture. Point out an example from your own novel.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	1: Write a memory about a tradition in your family or community (one page)		1. Popcorn Reading : <i>Good Friday</i> 2. Poetry Tools and Family Picture 3. Present	<i>Depths of Fields</i> , <i>Good Friday</i>	1. Write Journal 1 . 2. Create Family Picture. 3. Study Vocabulary. 4. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. [Read Aloud](#): *Good Friday* – Distribute the reading *Good Friday* and use [Popcorn Reading](#) to read it aloud (if you are unfamiliar with this strategy, look on the *Teaching Strategies* section of the website).
2. [Compare and Discuss](#) – When the students have finished reading it, ask them to compare this poem with yesterday’s poem. How do the poets use imagery similarly? What similar themes are explored? Hopefully, someone will point out the similarity of tone: nostalgic, wistful, longing. Ask the students what is different

about the poems. Someone should notice that today's poem has a strong religious image in it, the Virgin. Ask if that makes this a religious poem. Is religion the theme? In the poem, the image of the Virgin seems to be a symbol of family tradition and ritual, rather than having much religious connotation. Is it an effective image for that purpose? Why or why not? Is it important that it is a religious image? Can the students think of images in their own family (or household, or community) -- religious or otherwise -- that indicate traditions or rituals?

3. **Poetry Tools** – Tell students to get in their groups and assign roles (see *Group Roles* below). Distribute the **Poetry Tools Sheet**. Tell the students to fill out a **Poetry Tools Sheet** for *Good Friday*. They only need to fill in one sheet for the group.

Tell them to look for examples of each tool in the poem, and to use the poetry tools to determine the poet's feelings about his memory of the ritual with the Virgin. What is his message about this ritual and the memories attached to it? What images does he use to convey this message? How does he use voice, layout, rhythm, mood, and tone to let the reader know his message? They should cite specific examples from the poem to support their ideas on the worksheet, and consider the questions discussed above in the comparison. (Tell students to only write examples of tools they see being used.)

4. **Family Picture** – They will also create a Family Picture for the poem. Using the images they identified in the **Poetry Tools** sheet, and their analysis of the message and theme of the poem, they should be able to imagine how to convey a powerful scene that could accompany the poem. Remind them to think about visual tools they can use while creating the family picture. Ask for some examples of these. They should remember that a visual presentation, like a verbal one, needs to consider message and target audience. They should also think about the following:

- placement of images on the page
- size of images
- use of color
- realism (or non-realism) in visual style

Write their suggestions on the board, and make sure to include these, if no one comes up with them. Remind the students that all of the decisions made about these tools should contribute to the overall message of the picture. Once you create a good list, tell the students that they should copy the list and check off each tool as they use it in the picture. Distribute markers, paper, crayons, and colored pencils. They only need to make one Family Picture per group. Remind them to think about how Garza expressed her themes and images from family memories in her paintings. For example, she uses the Virgin image, certain types of clothing, and landscape to communicate the message of pride in her Latina heritage. She uses images of food to underscore its role in family and community gatherings.

5. **Assign Group Roles** – Explain and assign the *Group Roles* (see below). Allow about 20 minutes for this activity.
6. **Present** – Call on each group to present their **Poetry Tools** and their Family Picture. Be sure to ask students to explain how their placement of images on the page, size of images, use of color, and realism is significant. Then post the images in the room.
5. **Review Homework** – Tell students to write a journal entry about a memory of a family tradition, or a memory of a tradition or ritual in their community. After writing the journal entry, they should create a Family Picture, a snapshot of the memory that includes the important images from the journal writing. Tomorrow, in class, they will create poems from this journal entry and family picture. While they write the entry and draw the picture, tell them to use as many of the **Poetry Tools** as they possibly can, since they will need to incorporate these tools into the writing of a memory poem, based on *Good Friday*. Their pictures should also contain the visual tools identified in class today and they should be able to explain how their use of them is significant.

HOMEWORK

1. Write **Journal 1**.
2. Create Family Picture.
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 poetry tools sheet and for the family picture. 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.

Illustrator – Your job is to draw the ideas for images that people are giving you for the family picture. These do not have to be perfect drawings. They simply have to convey the ideas the rest of the group is giving you.

Notetaker – Your job is to write out the words the group is giving you on the poetry tools sheet. 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 in the **poetry tools sheet** and the information about the family picture. 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.

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
FINAL EXAM

Unit 3

None

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