

TITLE OF LESSON:

English 2 Unit 3 Lesson 20– The Presence of the River
What does water symbolize in Bless Me, Ultima?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0, 3.0, 3.2, 3.5, 3.7, 3.11; W2.1a-c, 2.2a-c; W/O1.0-1.3; L/S 1.0, 1.1, 1.3, 1.6, 1.8, 1.9, 2.4

MATERIALS

Bless Me Ultima, Chapters 11-13 – Reading (not provided by Esubjects)
Chart paper

LESSON OBJECTIVES

- To distinguish between literal and symbolic meanings
 - To determine the symbolic meaning of various images
 - To practice close reading of text with focus on imagery
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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. Ask students to look for images of water in their novels. If they find references to water, have them mark the passages to share with the class. Towards the end of the reading period, ask students who found water references to come to the board and write them down. Ask for suggestions about what water symbolizes in the novels and how it affects the characters and plot.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	10 - What does water symbolize to you?		<ol style="list-style-type: none"> 1. Journal 10 2. Compare and Contrast 3. Text Analysis and Close Reading 4. Literal and Symbolic Meaning of Water 5. Written Reflection 	<i>Bless Me, Ultima</i> (ch. 11-13)	<ol style="list-style-type: none"> 1. Read Chapters 11-13 of <i>Bless Me, Ultima</i> and keep log of references to chosen symbol. 2. Study vocabulary. 3. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal 10**—Ask students to picture a body of water in their minds and write a piece describing their feelings and associations with it. Indicate whether it is a lake, river, stream, pond, or ocean. What does the water look, sound, smell, feel, taste like? What emotions does it evoke? What does it remind them of? After 10 minutes, ask

students to look over their work and underline all the descriptive words they used (if necessary, review meaning of descriptive vs. narrative language).

2. **Group Work**—Have students form groups of five. Be sure each group has a Recorder and a Presenter. Going around the circle, each student should share the descriptive words they used in their journal entry. After each student has shared and the Recorder has assembled a list of words, the group should analyze the words and separate into 2 groups: literal and symbolic. Chart their descriptive words on the boards. If groups are struggling to distinguish between literal and symbolic, have them create definitions for each by analyzing the differences between the descriptive words they came up with.
3. **Present**—Ask for student volunteer to record group findings on chart paper. Have student recorder make 2 columns: literal and symbolic. Combine group lists into class list. Teacher asks class to come up with definitions for literal and symbolic, and a rule for how to distinguish between the two.
4. **Text Analysis**—In the same groups, students search chapters 8-10 for images of water and copy down the quotes with black pen on chart paper. Have them assign roles (see *Group Roles* below). By now they should have a clear understanding of the difference between literal and symbolic meaning, and why writers use both kinds of writing. They should turn their attention to the novel in order to understand the role of water (particularly the river) as both a literal and symbolic force. Emphasize that they should read closely for references to water, rivers, bridges, the sea, and even blood, sweat and tears. In one color on their chart, group underlines literal descriptions, and in another, they underline symbolic representations. After analyzing quotes, each group answers the question, “What does water symbolize in *Bless Me, Ultima*”?
5. **Present** – Call on each group to present their answers to the symbolic meaning of water. Continue to chart answers in Literal and Symbolic columns. Class revisits working definitions of each term and adds to definitions, if necessary.
6. **Written Reflection**—Each student writes short response to the question, “What is the difference between literal and symbolic readings?” Consider: When do you read literally? When do you read symbolically? Is it important to know how to do both? Have students volunteer responses and respond to each others’ responses.
7. **Review Homework** – Students should choose one symbol that they are interested in looking at while they read chapters 11-13. They may either choose a symbol that the class has encountered before (such as the owl or water) or they may choose a new image that arises (such as the golden carp). They must begin a Dialectical Journal (see *Teaching Strategies* of the site for details), a double-entry journal with quotes that include the symbol they have chosen on one side and thoughts about what it symbolizes (and the significance of it) on the other. When they finish reading, they should look back over their notes and write a clear paragraph explaining what the image symbolizes in the chapters they read, citing evidence from the text.

HOMEWORK

1. Read Chapters 11 - 13 of *Bless Me, Ultima*, looking for specific references to the chosen symbol.
 2. Dialectical Journal – Keep a double-entry journal as you read, with quotes on one side and thoughts on the other.
 3. Write a paragraph explaining the meaning of the symbol they have chosen in the novel, with specific references to the text.
 4. Study vocabulary.
 5. Continue reading novels.
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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 meaning of water in the novel. 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 chart the quotes found by the group and underline the literal and symbolic terms as the group indicates. 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.

Text Expert—Your job is to help the group closely analyze the chapters assigned. While everyone is working together to find passages in the text, you must ensure that they do not miss any references, no matter how small, to water.

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