

TITLE OF LESSON

English 2 Unit 3 Lesson 23– Animism: The Owl, the Heron, and the Golden Carp
How/why do human and animal characteristics combine in mythology?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1.2, 2.0, 2.3, 2.4, 3.0, 3.2, 3.5, 3.7, 3.11; W1.0-1.2, 1.6, 1.9, 2.0, 2.2a-d, 2.3a;
W/O1.0-1.4; L/S1.0, 1.1, 1.3, 1.6, 1.7, 1.8; 2.2a-f; 2.4a-d

MATERIALS

Animism Reading

The Dance of the Owl – Reading (review)

Some Herons—Reading

The Golden Carp—Reading

Bless Me Ultima, Chapters 17 and 18 – Reading (not provided by Esubjects)

Chart paper, markers, colored pencils, crayons, colored construction paper, scissors, paint (any art supplies that will allow students to create a rich visual)

LESSON OBJECTIVES

- To analyze the history and meaning behind the mythology in the novel
 - To compare and contrast the symbolic significance of various animals
 - To process information clearly and effectively
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Return any graded assignments and have students place them in the appropriate section of their binders.
- 2) [Daily Log](#) – Copy [Daily Log](#) below.
- 3) Group Work—Have students form groups according to which symbol they have chosen to follow over the past few nights. On a piece of chart paper, each group must write the symbol they are working with and all of the ideas that are generated in their session. One student must act as Recorder for each group. Each student must read their thesis paragraph and get feedback from their peers on both the effectiveness of the writing and of the ideas themselves. As part of their homework, students must revise their thesis paragraph and hand in both drafts. After each student has shared and gotten feedback, the group must reflect on the ideas that have been generated and agree on a single interpretation, if possible, or discuss how different interpretations can arise from the same symbol. Have one student present the group’s interpretation or interpretations and the process of how they came to the conclusion they did.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> 1. Group Work 2. Silent Reading 3. Station Work: Animals 4. Gallery Walk 	<i>Animism, The Dance of the Owl, Some Herons, The Golden Carp Bless Me, Ultima</i>	<ol style="list-style-type: none"> 1. Review chapters 17 and 18 of <i>Bless Me, Ultima</i>. 2. Look up any words from reading that are unfamiliar 3. Explain conflict. How do you feel about it? Have you experienced a similar conflict? (1 full page) 4. Revise thesis paragraphs on symbol. 5. Study vocabulary 6. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Silent Reading—Have class silently read handout “Animism” and identify the main idea of the reading, which they should summarize in a clear, concise sentence. Ask for volunteers to share their sentences and record main ideas on the board.
2. **Station Work** — Set up three stations in your room according to the stations below. Divide the class into three groups (or six, depending on class size). Assign each group a station. Ask them to assign roles (see *Group Roles* below.) Tell them they will have 10 minutes at each station. When you call time, they should move to the next station, take their representations with them, and begin working on the next symbol. It will be their job to read the piece of text at the station, and then create an image for that animal, using the text they have just read, the main ideas of the reading “Animism,” and the book, *Bless Me Ultima*, as their supporting evidence for the colors, images, and text they choose to use. Students should write the quotes that evidence their piece somewhere on the butcher paper with the page number and source it came from. Because the Station 1 reading is a piece students have already read, they will have more time to develop a richer image.
 - A. Station 1: Owl – On a large sheet of paper, write the word owl. Leave it in the middle of this station. Place the reading, *The Dance of the Owls*, some butcher paper, some markers (and crayons, colored pencils, colored construction paper, and any other art supplies you have available) at this station.
 - B. Station 2: Heron – On a large sheet of paper, write the word Heron. Leave it in the middle of this station. Place the reading, *Some Herons*, (some butcher paper, some markers and crayons, colored pencils, colored construction paper, and any other art supplies you have available) at this station.
 - C. Station 3: Carp – On a large sheet of paper, write the word carp. Leave it in the middle of this station. Place the reading, *The Golden Carp*, some butcher paper, some markers and crayons, colored pencils, colored construction paper, and any other art supplies you have available) at this station.
3. Gallery Walk—At the end of the session, post all the images around the room according to symbol. Have students walk around the room with their notebooks, observe the different representations, and record their observations of similarities and differences in groups’ interpretations of the same symbol. Ask for volunteers to share their observations on the different interpretations that emerged from each group’s session.
4. Review Homework – Have students review *Bless Me Ultima*, Chapters 17 and 18, paying particular attention to the theological and metaphysical conflicts that emerge in these chapters. Instruct students to look up any words that are unfamiliar to them and do some research on Catholic rituals if necessary. After re-reading the chapters, students must write one full page explaining the conflict that Antonio is experiencing, how they feel about it, and whether they have ever experienced a similar conflict in their own lives.

HOMEWORK

1. Read – Review chapters 17 and 18, paying particular attention to the theological and metaphysical conflict.

2. Extended Reading – Look up any unfamiliar words and research Catholic rituals online, if you are unfamiliar with them.
 3. Explain conflict. How do you feel about it? Have you experienced a similar conflict? (1 full page)
 4. Revise thesis paragraph on symbol.
 5. Study vocabulary.
 6. 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 representation of Animism in the supplementary text and 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.

Artists—All remaining group members must contribute to the drawing of the image. They must work together to be sure that the text is being accurately represented according to the group’s interpretation, and that all ideas are being taken into account, even if conflicting images emerge from the various members’ ideas.

Text Expert—Your job is to focus the generation of ideas on the three texts you are responsible for. Ask questions and find relevant quotes to bring the discussion back to the texts.

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