

TITLE OF LESSON:

English 2 Unit 3 Lesson 24– Comparative Religions
Which path should Antonio follow?

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, 2.5, 3.0, 3.2,-3.5, 3.8, 3.12; W1.0-1.6, 2.0, 2.1, 2.2a-d, 2.3a-b, 2.4a-d; W/O1.0-1.4; L/S1.0, 1.1, 1.3, 1.6, 1.8, 2.0, 2.4a-d, 2.5a-d

MATERIALS

Creencias—Reading
Religious Folk Practices—Reading
Bless Me Ultima, Chapters 19-22—Reading (not provided by Esubjects)

LESSON OBJECTIVES

- To identify and discuss the role of conflict in Antonio’s and the students’ own lives
 - To discuss the role of belief in Antonio’s life and future
 - To explore the importance of belief in Chicano culture
 - To understand and employ Reader Response theory
-

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) **Silent Sustained Reading**—Have students read silently for fifteen minutes. Ask them to employ the Reader Response model of literary theory by looking for connections between the lives of the characters and their own lives. Ask them to choose one character who they relate to most and explain, in a brief paragraph, why they relate to this character. If they don’t relate to any characters, ask them why they believe they are different from the main character or supporting characters. Have volunteers share their responses with the class.

| Date | Journal | Lecture Discussion | Activity | Readings | Homework |
|------|---|-----------------------------------|---|---|--|
| | 13—Write an evaluation of the novel, <i>Bless Me Ultima</i> . (one full page) | Which path should Antonio choose? | <ol style="list-style-type: none"> 1. Silent Reading 2. Pair Share 3. Read Aloud 4. Small Group Discussion 5. Full Class Discussion 6. Written Reflection | <i>Creencias</i> <i>Religious Folk Practices</i> <i>Bless Me, Ultima</i> Chapters 19-22 | <ol style="list-style-type: none"> 1. Finish reading novel. 2. Journal 13: write an evaluation of the novel 3. Study vocabulary. 4. Continue reading novels. |

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Pair Share**—In pairs, students read aloud their summaries of and responses to the central conflict that Antonio faces in the novel. Ask them to decide whether they agree or disagree on what the conflict is, and to see if they



can find connections between the conflicts they face in their lives and the one that Antonio faces. Have volunteers share their conclusions.

2. **Read Aloud (Popcorn)**—As a class, read 2 handouts: *Creencias* and *Religious Folk Practices* using the Popcorn reading model. Ask students to highlight and annotate their handouts, looking for main ideas and connections with the novel and their own experiences. After the texts have been read and any clarification questions have been addressed, have students make a chart in their notebooks with two columns: Personal and *Bless Me, Ultima*. In the Personal column, they list any connections between the readings and their own beliefs. In the other column, they list observations about belief and practices in the novel. Teacher asks for examples of personal and literary connections and writes on board.
 3. **Small Group Discussion**—In preparation for the Full Class Discussion, divide class into groups of five. Ask them to assign roles (see Group Roles below). Students should use this time to answer questions about the text and explore ideas about Antonio’s belief and the conflict that emerges over Florence. With ten minutes remaining, each group must reach a consensus about Antonio’s future and come up with three questions they would like to bring to the class to facilitate discussion. Presenter will become Facilitator for Full Class Discussion when it is their group’s turn.
 4. **Full Class Discussion**—Looking closely at the theological debate that surfaces between Florence and the other boys, class should discuss and decide what Antonio should do with his future: should he become a priest, a farmer, or follow a calling of his own? Be sure class members base their answers upon actual arguments that emerge in the text and not just upon their own opinions. Have the Recorders from each group write down in detail the class’s discussion on chart paper and have the Presenters of each group act as Facilitator when it is their group’s turn to lead the discussion. After the discussion has come to a conclusive end, ask students to look at the different Recorder’s versions of the discussion’s main ideas and reach their own conclusions to the Discussion Aim: “What should Antonio do with his future?” based upon what they have read in the text, as well as the perspectives and observations of their peers
 5. **Written Reflection**—Each student must write a short response to the Discussion Aim.: What do they think Antonio should do? What would they do if they were in his position? How has their opinion been influenced by their peers? In addition, they must evaluate how the discussion went and what their individual role was in the discussion. Teacher collects responses and uses them to evaluate students’ role in discussion as well as the discussion process as a whole.
 6. **Review Homework** – Finish reading the novel, paying particular attention to the final conflict that emerges. Write a final journal entry in which you record your personal response to the end of the novel: How do you feel about the novel as a whole? What did you learn from reading it? Would you recommend it? Can you relate it to your own life?
-

HOMEWORK

1. Finish reading the novel.
 2. Journal 13 – Write an evaluation of the novel, *Bless Me Ultima*. (one full page)
 3. Study vocabulary.
 4. Continue reading novels.
-

GROUP ROLES

Facilitator – Your job is to mediate the discussion and keep the group focused on the discussion topic. It is not your job to dictate the course of the discussion. It is your job to encourage/help other group members to participate, ensure that no single member is dominating the discussion, and engage the more reluctant group members.

Timekeeper/Notetaker – Your job is to make sure the group is using their time effectively in the discussion. Make sure to give a five-minute warning and a one-minute warning. You must also take careful notes on the

group's discussion while contributing your own ideas. 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 focus the discussion on the text and ensure that the talk does not stray too far off task. Ask questions and find relevant quotes to bring the discussion back to the text.

Devil's Advocate—Your job is to present an alternate viewpoint or viewpoints to the ones expressed by your peers. Do not attack your peers personally or strive to create conflict; rather, try to present a different way of looking at things in order to widen the scope of the conversation. Your point of view must be based on a reasonable perspective and have a foundation in the text.

Presenter – Your job will be to represent your group in the Full Class Discussion by bringing your groups' ideas to the table and introducing the additional questions that your group came up with. Although all group members are welcome to participate in the discussion, you are the official representative of your group. Presenter acts as Facilitator for Full Class Discussion when it is your group's turn to share their responses and questions.

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