

TITLE OF LESSON:

English 2 Unit 3 Lesson 26–Justice and Forgiveness
Were all wrongs righted at the end of Bless Me, Ultima??

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R3.0, 3.3, 3.5, 3.8; W1.0-1.2, 1.4, 1.6, 1.7, 2.0, 2.2a-d, 2.4a-d; W/O1.0-1.4; L/S1.0-1.3, 1.6, 1.8, 1.9, 2.4a-d, 2.5a-d

MATERIALS

Bless Me Ultima (not provided by Esubjects)
Vocabulary Quiz 2 – Teacher Created (see *Activities* section for details)
Persuasive Essay Requirements – Student Page
Essay Graphic Organizer – Student Page
Circle Diagram – Student Page
Chart paper and markers

LESSON OBJECTIVES

- To form opinions and back up with textual evidence
- To consider the concept of justice in both society and literature
- To practice organization of ideas through outlining and drafting

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 for fifteen minutes. Ask them to look for and identify issues of morality (right/wrong) and justice in their reading. At the end of the reading period, ask for examples of morality and justice that exist in students’ reading. Discuss the role of morality in students’ reading, and how those issues guide the plot and meaning of their novels.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	12—Was justice served in <i>Bless Me, Ultima</i> ?	What is justice?	1. Vocabulary Quiz 2 2. Group Work—Justice 3. Present 4. Journal Entry 5. Journal Read Around 6. Essay Outlining/Drafting	<i>Bless Me, Ultima</i>	1. Complete first draft of persuasive essays. 2. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary Quiz 2**—Ask students to place everything underneath their desks. Have them take out a pen or pencil. Prior to class, choose 5-10 vocabulary words from the list. Create fill in the blank sentences for each. Tell students you will read the sentence two times out loud. They should listen carefully and fill in the vocabulary



word that best fits the sentence. Remind students that if they are tardy for a quiz and the tardy is unexcused, they will not be allowed to make it up and will not be given extra time to complete it. Collect quizzes.

3. **Group Work: Justice**—Place students in groups of four and have them assign roles (see *Group Roles*). Have Recorder write the word, justice, on chart paper and create web diagram with all the words they associate with justice. After brainstorming all the associated words they can find, have each group come up with a definition of justice that answers the following questions:
 - a. What is justice?
 - b. What has to exist for justice to occur?
 - c. Why is it necessary?
 - d. How is justice served?
 - e. Is justice the same for everyone?
 - f. Are justice and fairness the same thing?
 - g. Are justice and punishment the same thing?
 - h. Does justice redeem the wrongdoer?
 4. **Present**—Each group shares their definition of justice and discusses the process of determining their definitions. Allow some dialogue between groups if there are differing visions of justice in society. Have class come up with a working definition of justice, if possible.
 5. **Journal 14**—Using the definitions created in groups and the whole class, have students consider the role of justice in the novel: Was justice served in the end? Did people have to die in order for justice to take place? Did Ultima believe that justice occurred? Did Tony? Was the ending fair? Were Ultima and Tenorio redeemed at the end? Have students choose 3 quotes from the end of the book that helped them answer these questions and analyze the devices the author used to address the issue of justice. (at least one full page)
 6. **Journal Read Around** – Have students pass journal response to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. Ask students to consider the class’s consensus on the question of whether justice was served in the end of the novel. Discuss similarities and differences in people’s opinions, being as specific as possible.
 7. **Essay Outlining/Drafting**—Hand out **Persuasive Essay Requirements** sheet (or post it on an overhead, or have students access it online from our *Student Pages*) and be sure students understand what they are expected to do and how they should do it. Have each student consider their responses to the question of justice, both in society and in the novel. Using evidence from the text, as well as from the class’s discussion, students must expand their answers to the question of justice into a well-supported persuasive essay on the meaning and importance of justice in *Bless Me, Ultima*. Guide students through Step 1, forming their argument. They must first come up with five or six solid points which explain their stance, then consider the argument from the opposition’s point of view, then defend their argument against the opposition’s. Once they have established their argument, they must shape it into an outline which will organize their thoughts and the evidence they have selected. (Step 2) They may use the **Essay Graphic Organizer**, the **Circle Diagram**, or create one of their choice that logically and clearly conveys the organization of their ideas. Working from the outline, students expand their work into a first draft, which they will complete for homework tonight.
 8. **Review Homework** – Complete outline and first draft of persuasive essay which answers the question “Were all wrongs righted in *Bless Me, Ultima*?” using emotional arguments, evidence, and considering the opposition’s argument. Remind students that the first draft should be about getting all their ideas down on paper, and that there will be opportunities for revision and editing in the next two lessons.
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HOMEWORK

- 1) Outline persuasive essay.
- 2) Complete first draft of persuasive essay.
- 3) 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 web diagram and ensure that they answer the final questions on the meaning of justice. 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 web diagram and the answers for the final questions on justice. 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