



American Stories

A Princess of Mars, Part Three

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, *A Princess of Mars, Part Three*.

A transcript of the story is included at the end of this lesson to print so students can read as they listen. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

This lesson plan is based on the CALLA Approach. See the end of the lesson for more information and resources on teaching with the CALLA approach. The following slide shows the five parts of this lesson plan.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Ask, “What do you remember from the last part of the story we read?”

Listen to students’ comments on what they remember of ‘A Princess of Mars, Part Two.’

Explain the class focus: “Today we will learn more about John Carter’s adventures on Mars. Let’s start by learning some of the new words in the story.”

Vocabulary

captive - *n.* someone who is captured and kept as a prisoner

capture – *v.* to take and hold (someone) as a prisoner especially by using force

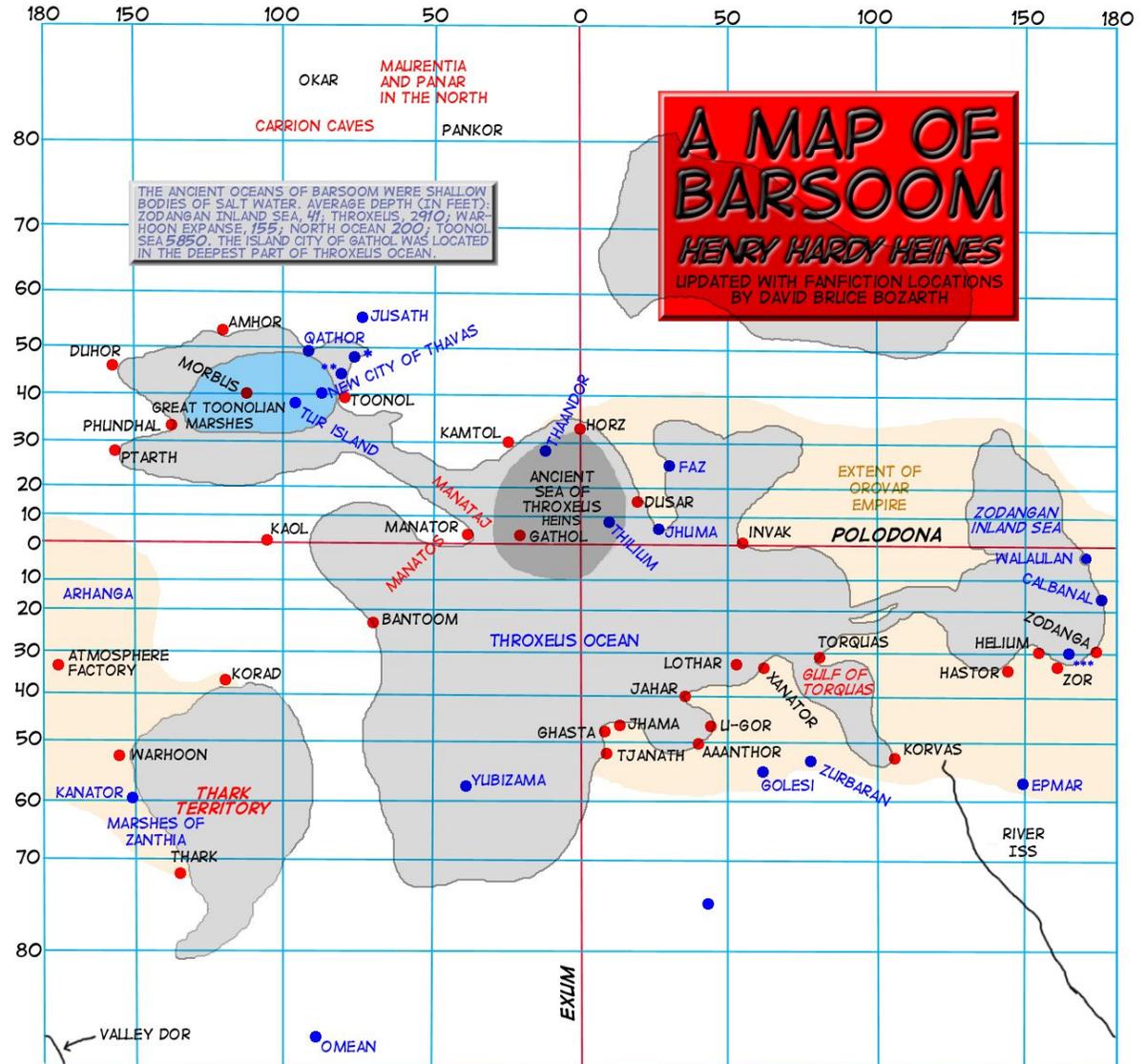
condemn - *v.* to give (someone) a usually severe punishment — usually + to

survive - *v.* to remain alive : to continue to live

ammunition - *n.* the objects (such as bullets and shells) that are shot from weapons

Map of Barsoom (John Carter's Mars)

[A map drawn by a fan, from the Edgar Rice Burroughs FanZine Website](#)



NOTES:
 * CITY WHERE KU60 FOUGHT
 ** SOLZITH
 *** KE-LAH'S INN

LEGEND
 BLACK: HEINS
 BLUE: FANFIC
 RED: ERB
 LT. GRAY FF OCEANS

MAP IS BASED ON THE RESEARCH OF REV. HENRY HARDY HEINS THAT ALSO DISPLAYS LOCATIONS CREATED BY FANFIC AUTHORS. OCEAN SHORELINES ARE THOSE OF DAVID BRUCE BOZARTH AND REFLECT HIS CONCEPT OF THE PRIMAL OCEANS OF BARSOOM BASED ON ERB'S DESCRIPTIONS OF OROVAR EXPANSION.

Present

Introduce the lesson: “Today we will practice the strategy **summarize** to help us understand and remember the story. How do you prepare to summarize?” Listen to students’ ideas about how to summarize, then continue: “We will summarize today by looking for the main events in the story. Then we put them in our own words. Let me show you how. As I listen to the story I’m going to use another strategy, *taking notes*, to write down the main events.”

Play or read the story to ‘She will die for the enjoyment of all.’ Show a chart such as the one on the next page to demonstrate note-taking. Talk the students through the notes as you prepare your summary.

Preparing to Summarize

Characters	What they do
John Carter	Watches airship crash & woman being taken out
Green Warriors	Fight with people on airship; Take everything from the ship; take woman out of ship
Beautiful woman	Looks at John Carter – surprised and hopeful
Sola	Tells John Carter the woman will die in the tribe's games

“Here is my summary: John Carter sees an airship explode. The green warriors fight the people on the ship, then take a beautiful woman from it as their captive. John thinks she looks like she is from Earth. Sola tells him the woman will die in the games.” Ask students: “Do you think I got all the main events in that part?”

Listen to students as they give you feedback on your summary.

Practice

Tell students, “Now it’s your turn. As we read and listen to the next part, take notes to help you make a summary. Write it on your paper under ‘Summary 2.’ You will tell the summary to your partner.”

Play the story to “I helped the young woman to her feet.” Ask students to pair up and show their notes to their partner, then decide on a summary together. Tell students to decide on how to divide the summary into two parts, so each student can share it with other students.

“Now that you have prepared a summary with your partner, stand up and turn to the pair next to you. Take turns telling them your part of the summary.”

(note: this method of cooperative learning is call **think-pair-share**.)

Ask students to sit down and listen to the next part, and prepare to summarize it in the same way. Play to ‘You will be treated with respect as an honored guest.’

“Let’s summarize again. Please switch to a new partner for this section. Work on the summary together. Write it on your paper under ‘Summary 3.’ Then stand up and find a different pair and tell them your summary. Make sure you and your partner each speak about the same amount. We want everyone to practice speaking English today.”

After students have summarized again in their groups, play to the end of the story. Repeat the think-pair – share practice once again. Students can write this on their paper under ‘Summary 4.’

Self-Evaluate

Ask students to return to their seats. Ask, “How many of you think you can summarize the whole story now?” Choose one student to share their summary with the class.

“Do you think summarizing helped you to understand the story better today? If you do, please hold up one finger. Do you think summarizing will help you to remember the story tomorrow? If you do, please raise two fingers in the air.”

Expand

Wrap up the lesson by asking, “Can you think of other times when you can *summarize*? You can try it when you are watching a movie, or reading a book, or listening to a lecture. Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!

JOHN CARTER: Another of the large air ships exploded high in the air. Members of the crew fell to the ground. The huge ship lost control and began turning again and again.

Soon it was close to the ground. The warriors climbed aboard the ship and began fighting the members of the crew who were still alive. Soon the fighting stopped. The warriors began taking everything from the ship.

At last, they brought a **captive** from deep within the ship. Two of the warriors had their captive by each arm. I wanted to see what new and strange form of life this creature would be.

As they came near, I saw that it was a woman. She looked like a woman from Earth. She was young. Her skin was a light red, almost a copper color.

I saw at once that she was extremely beautiful. She had a fine face with large dark eyes and long, black hair. As her guards led her away, she saw me for a moment. She seemed very surprised. Her face looked hopeful. But when I made no attempt to speak to her, her face grew sad and she looked very small and frightened. As I watched her disappear into a building, I realized that Sola was near me.

SOLA: John Carter, that woman will be saved for the great games that are held by our people. The games are long and cruel and end in death for those **captured** in battle. Her death will be slow and painful. She will die for the enjoyment of all.

Summary 1:

JOHN CARTER: Sola's face seemed sad when she said this. I could tell by the way she spoke that she did not like the games and did not want to see the young woman die. She was very different from the rest of her people.

Sola, do you not like the games?

SOLA: No, John Carter. My mother died in the games. That is a secret you must not tell anyone. The wall where Tars Tarkas found you held eggs that produce our young. All the children belong to the tribe. A mother never knows which child is hers when they come out of the egg.

My mother hid the egg that carried me. It was not placed within the walled area. She kept her secret until after I was born. But others discovered her secret and she was **condemned** to die in the games. She hid me among other children before she was captured. If this secret were learned, I too would die in the games.

Before she left me, my mother told me the name of my father. I alone keep that secret. It would mean death for him as well as me. My people are violent and cruel.

JOHN CARTER: The next day I entered the great room where the green Martians held meetings. The red woman prisoner was there too. Soon, the leader of the green Martians came into the room. His name was Lorquas Ptomel. He began speaking to the prisoner.

LORQUAS PTOMEL: Who are you and what is your name?

DEJAH THORIS: I am the Princess Dejah Thoris, daughter of Mors Kajak, the ruler of Helium. Our air ship was on a scientific flight. We were to study the air and atmosphere. Without our work the air on our planet would grow thin and we would all die. Why would you attack us?

JOHN CARTER: As she talked, a warrior ran to her and hit her in the face, knocking her to the ground. He placed a foot on her small body and began laughing. I reached for the small sword I carried and rushed to attack the huge warrior.

He was a strong opponent. But again, because of the low gravity on Mars, my strength was far greater than his. In a few short minutes, the green warrior was dead. I helped the young woman to her feet.

Summary 2:

DEJAH THORIS: Who are you? Why did you risk your life to help me? You look almost the same as my people, but you wear the weapons of a green warrior. Who... or what.. are you?

JOHN CARTER: My name is John Carter. I am from the planet Earth. How I got here is a long story. I attacked that warrior because, where I come from, men do not attack women. I will offer you my protection as long as I can. However, I must tell you that I, too, am a captive.

SOLA: Come, John Carter, and bring the red woman with you. Let us leave this room quickly before some warrior attempts to stop us.

JOHN CARTER: The three of us quickly returned to the building where I had spent the last several days. Sola then left to prepare food. Woola sat in the corner and looked at the both of us. The young woman was afraid of poor, ugly Woola.

I told her not to fear him. Woola is not only my guard. He is my friend. I have treated him with kindness that he has never known. As each day passes, he trusts me more. I now think he would follow any command I give.

Sola has told me that all captives are held until they can die in the great games held by the green Martians. Our only chance to **survive** is to escape. But we must have Sola's help for our plan to succeed.

DEJAH THORIS: Yes. If we stay with the green warriors, we will both die. If we are to escape, we will need several of the animals to ride. It would be our only chance.

JOHN CARTER: I have several of the animals. They were given to me when I became a warrior.

Sola came back later with food for the two of us. Dejah Thoris and I asked for her help. The three of us talked long into the night. At last Sola gave us her answer.

SOLA: Your best chance for escape will be in the next two days. We will leave this city tomorrow and begin a long trip to the home of our tribe. I will help you escape. But I must come with you. I will be killed if you escape.

DEJAH THORIS: Sola, of course you must come with us! You are not cruel or violent as many of your people are. Help us and I can promise you a much better life. You will be treated with respect as an honored guest.

Summary 3:

JOHN CARTER: The next morning we rode away from the city on our animals. More than a thousand animals were carrying the huge tribe of green Martians. Also in the group were one American, one Princess of the Royal House of Helium, our guard, Sola, and poor ugly Woola.

Late that night we left the camp. One animal carried me. Another Sola and Princess Dejah Thoris. Woola followed close behind.

We rode quickly through the Martian night. I looked into the sky and saw Earth across the great distance of space. Since I had met the Princess Dejah Thoris, I had not thought once of Earth or home. I knew then that I would never willingly leave her.

The next morning, I could see that we were being followed by several hundred of the green warriors. Our animals were very tired. I knew we must stop.

I told Sola and the Princess to take the stronger of the two animals and ride away. I will hold back the green warriors as long as I can. Woola! Go with them and guard them with your life.

DEJAH THORIS: We can't leave you alone. It would be certain death if you are captured again. You must come with us!

JOHN CARTER: Sola took the princess by the arm and lifted her on top of the animal she had chosen. Quickly she began riding away. For a moment, Woola looked at me, then turned and ran after them.

I took out my rifle from its case. I began firing to slow the green warriors.

I was able to slow them for more than an hour. But then I had no more **ammunition**. Soon I was surrounded. A green warrior got off his animal and came toward me. He pulled out his long, thin sword. I reached for mine. As we neared each other I saw it was Tars Tarkas. He stopped and spoke to me very slowly.

TARS TARKAS: You will die here... today... John Carter. It is I who must kill you. Know that I will take no pleasure in your death.

Summary 4:

Summary of entire story:

Paul Thompson wrote this story for VOA Learning English. Paul Thompson and Mario Ritter produced it. Shep O'Neal was the voice of John Carter. Steve Ember was Tars Tarkas. Barbara Klein was Sola. Gwen Outen was the voice of Princess Dejah Thoris. Join us again next week as we continue "A Princess of Mars."

Words in This Story

captive - *n.* someone who is captured and kept as a prisoner

capture - *v.* to take and hold (someone) as a prisoner especially by using force

condemn - *v.* to give (someone) a usually severe punishment — usually + to

survive - *v.* to remain alive : to continue to live

ammunition - *n.* the objects (such as bullets and shells) that are shot from weapons

About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies below.

Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
METACOGNITIVE STRATEGIES		
Plan / Organize	 <p>Planner</p>	<p>Before beginning a task:</p> <ul style="list-style-type: none"> -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 <p>Check</p>	<p>While working on a task:</p> <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Do you understand? If not, what is the problem? -Check your production as you use the language. Are you making sense? If not, what is the problem?
Evaluate	 <p>I did it!</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have used learning strategies. -Decide how effective the strategies were. -Identify changes you will make the next time you have a similar task to do.
Manage Your Own Learning	 <p>Pace Yourself</p>	<ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.

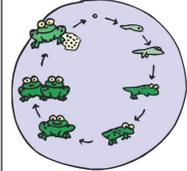
Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
		
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> -Think about and use what you already know to help you do the task. - Make associations between new information and your prior knowledge. -Use new information to clarify or modify your prior knowledge.
Make Inferences	 Use Clues	<ul style="list-style-type: none"> -Use context and what you know to figure out meaning. -Read and listen between the lines. -Go beyond the text to understand its meaning.
Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> -Anticipate information to come. -Make logical guesses about what will happen in a written or oral text. -Make an estimate (math). -Make a hypothesis (science).
Personalize	 Me	<ul style="list-style-type: none"> -Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

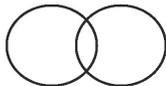
Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> -Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> -Use a synonym or descriptive phrase for unknown words or expressions.
  USE YOUR SENSES		
Use Images	 See it in your mind	<ul style="list-style-type: none"> -Use or create an actual or mental image to understand and/or represent information. -Use or draw a picture or diagram.
Use Sounds	 Sound Out	<ul style="list-style-type: none"> -Say or read aloud a word, sentence, or paragraph to help your understanding. -Sound out/vocalize. - Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> --Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language. -Use real objects to help you remember words, sentences, or content information.
  USE YOUR ORGANIZATIONAL SKILLS		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Recognize and apply letter/sound, grammar, discourse, or register rules. -Identify patterns in literature (genre). -Identify patterns in math, science, and social studies.
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> -Categorize words or ideas according to attributes. -Classify living things; identify natural cycles. -Identify order and sequences in math, science, and social studies. -Sequence events in history.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Take Notes	 <p>PDA</p>	<ul style="list-style-type: none"> -Write down important words and ideas while listening or reading. -List ideas or words to include in speaking or writing..
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
 		
USE A VARIETY OF RESOURCES		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> -Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> -Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> - Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.