# VOA Learning English

## The Making of a Nation
## South Defeats North Again at Manassas

Lesson Plan
*by Jill Robbins, Ph.D.*

# Introduction

This lesson plan is to accompany the Making of a Nation story, *South Defeats North Again at Manassas.*

Students may have read previous Making of a Nation stories on other battles in the Civil War. This will give them useful background knowledge for understanding this story.

Depending on the length of the class period, this lesson may cover more than one session. The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

# Lesson Elements

**Prepare**

**Present**

**Practice**

**Self-Evaluate**

**Expand**

# Prepare

Ask, "What do you remember about the civil war battles in Virginia?" Allow students time to discuss what they know. Review previous stories, if any read by the class.

"Today's story tells us about two famous Confederate generals, General 'Stonewall' Jackson and General Robert E. Lee. What details do you remember about them from the other stories we have read?"

Ask students to tell what strategies help them in reading about the Civil War battles. "What helps you to understand when you read stories about battles?"

Give students time to discuss and offer their strategies. Then, make sure they know the key vocabulary words from this story.

Teach vocabulary and new concepts

# Vocabulary

**determined** - *adj*. having a strong feeling you are going to do something and you will not let anything stop you

**furious** - *adj*. very powerful or violent

**wasted** - *adj*. not used in a good or effective way

# Present

Explain "As we read this story, we will process new information by **visualizing**. That means we make an image of what's happening in our minds. Sometimes it helps to make an image on paper or the computer, too. This strategy helps us to remember and understand the details we learn while reading. As we read the first part of the story, I'm going to look for events I can **visualize**, or imagine."

Play the first section of the story, up to 'Jackson and his men marched more than 80 kilometers in two days.'

"I imagine that the men marched quickly. I think they are in a hurry – so I think of how people look when they are hurrying to get someplace." (Demonstrate fast walking)

# Practice

Say, "Now it's your turn. Let's read the next section. Be ready to **visualize** what is happening."

<span style="color:red">Play the story to 'The sun seemed to stand still.'</span>

Next, ask students to turn to their neighbor and draw or describe what they visualized. Give students time discuss; about 3 minutes should be long enough.

Allow students to practice the strategy with the story

Ask students to share what they visualized orally or on a screen or chalkboard. Say, "Let's read another section now. See what other events you can visualize."

Play to the end of the story.

Allow students to practice the strategy with the story

# Self-Evaluation

Ask "Do you think **visualizing** helped you understand the story?" Ask students to give a signal (thumbs up for yes, thumbs down for nor another culturally appropriate set of gestures) to let you know if **visualizing** was helpful.

Ask students to evaluate for themselves whether the strategy helped them

# Expand

Wrap up the lesson by asking students to think of other times they can **visualize**. Possible answers are 'listening to a lecture, reading a textbook, or talking on the phone."

Encourage students to go home and **visualize** with a homework assignment or in their next class.

Ask students use the strategy in other contexts

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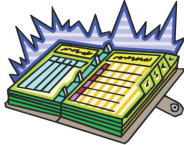
CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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 here: http://calla.ws/strategies/

# Metacognitive Strategies

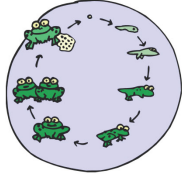| STRATEGY | DESCRIPTION | |
|---|---|---|
| | | |
| **METACOGNITIVE STRATEGIES** | | |
| Plan / Organize | Planner | Before beginning a task:<br>–Set goals.<br>–Plan the task or content sequence.<br>–Plan how to accomplish the task (choose strategies).<br>–Preview a text. |
| Monitor / Identify Problems | Check | While working on a task:<br>–Check your progress on the task.<br>–Check your comprehension as you use the language. Do you understand? If not, what is the problem?<br>–Check your production as you use the language. Are you making sense? If not, what is the problem? |
| Evaluate | I did it! | After completing a task:<br>–Assess how well you have accomplished the learning task.<br>–Assess how well you have used learning strategies.<br>–Decide how effective the strategies were.<br>–Identify changes you will make the next time you have a similar task to do. |
| Manage Your Own Learning | Pace Yourself | –Determine how you learn best.<br>–Arrange conditions that help you learn.<br>–Seek opportunities for practice.<br>–Focus your attention on the task. |

# Task-Based Strategies

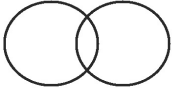| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES | |
|---|---|
| STRATEGY | DESCRIPTION |
| **TASK–BASED STRATEGIES** | |
|  USE WHAT YOU KNOW | |
| Use Background Knowledge <br><br> I know. | –Think about and use what you already know to help you do the task. <br> – Make associations between new information and your prior knowledge. <br> –Use new information to clarify or modify your prior knowledge. |
| Make Inferences <br><br> Use Clues | –Use context and what you know to figure out meaning. <br> –Read and listen between the lines. <br> –Go beyond the text to understand its meaning. |
| Make Predictions <br><br> Crystal Ball | –Anticipate information to come. <br> –Make logical guesses about what will happen in a written or oral text. <br> –Make an estimate (math). <br> –Make a hypothesis (science). |
| Personalize <br><br> Me | –Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings. |

# Task-Based Strategies

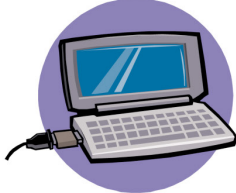| STRATEGY | DESCRIPTION | |
|---|---|---|
| | | |
| **TASK–BASED STRATEGIES** | | |
| Transfer / Use Cognates |   Coffee/Café | –Apply your linguistic knowledge of other languages (including your native language) to the target language.  –Recognize cognates. |
| Substitute / Paraphrase |   Make it work | –Use a synonym or descriptive phrase for unknown words or expressions. |
| **USE YOUR SENSES** | | |
| Use Images |   See it in your mind | –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 | –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 | ––Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.<br>–Use real objects to help you remember words, sentences, or content information. |
| **USE YOUR ORGANIZATIONAL SKILLS** | |
| Find/Apply Patterns<br><br>abacus | –Apply a rule.<br>–Make a rule.<br>–Recognize and apply letter/sound, grammar, discourse, or register rules.<br>–Identify patterns in literature (genre).<br>–Identify patterns in math, science, and social studies. |
| Classify/Sequence<br><br>Life cycle | –Categorize words or ideas according to attributes.<br>–Classify living things; identify natural cycles.<br>–Identify order and sequences in math, science, and social studies.<br>–Sequence events in history. |

# Task-Based Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES | |
|---|---|
| STRATEGY | DESCRIPTION |
| **TASK–BASED STRATEGIES** | |
| Take Notes <br><br> PDA | –Write down important words and ideas while listening or reading. <br><br> –List ideas or words to include in speaking or writing.. |
| Use Graphic Organizers <br><br> A Venn diagram | –Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts. |
| Summarize <br><br> Main Idea | –Create a mental, oral, or written summary of information. |
| Use Selective Attention <br><br> Focus | –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<br><br>Look it up! | –Use the dictionary, the internet, and other reference materials.<br><br>–Seek out and use sources of information.<br><br>–Follow a model<br><br>–Ask questions |
| Cooperate<br><br>Together | –Work with others to complete tasks, build confidence, and give and receive feedback. |
| Talk Yourself Through It (Self–Talk)<br><br>I can do it! | – Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals. |