



American Stories

A Princess of Mars, Part Two

by Edgar Rice Burroughs

Lesson Plan

by Jill Robbins, Ph.D.

Level: Intermediate

Introduction

This lesson plan is to accompany the VOA Learning English **American Stories** episode, *A Princess of Mars, Part Two* by Edgar Rice Burroughs. It is best if students have already read the previous installment in the story.

A script for the story is included at the end of this lesson. Students can read along as they listen to the audio.

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

Say, “In the second part of this story we will learn more about the exciting adventure John Carter has on Mars. What do you remember about the first part of the story? Turn to your neighbor and summarize the first part.”

*Allow students time to summarize *A Princess of Mars, Part One* from their memory.*

Continue to explain: “Today, we are going to read more of the story. When you read an adventure like this, do you ever *imagine yourself* in the story? We’re going to learn about that strategy in today’s class. First, let’s learn some of the new vocabulary.”

spear - *n.* a weapon that has a long straight handle and a sharp point

warrior - *n.* a person who fights in battles and is known for having courage and skill

device - *n.* an object, machine, or piece of equipment that has been made for some special purpose

equipment - *n.* supplies or tools needed for a special purpose

armband - *n.* a band worn around the arm, esp. to show who you are

Present

Explain the strategy of *personalizing*: “Today we’re going to listen to the story, and **personalize**, or think about ourselves in the role of a character in the story. **Personalizing** is when you think about what you would do. This is good to do when we read because it makes the story more meaningful. Of course, we care about something that involves us, right? Let me show you how it’s done. As we listen to the first part, I am going to **personalize.**”

Play to “My only chance was to escape.”

“I’m going to stop here to tell you what I am thinking. Remember, I’m **personalizing**, trying to imagine myself as a character in the story...I’m on another planet, and these large green creatures are running toward me with long, sharp sticks (spears). I would be really scared! I think the first thing I’d do is find a place to hide. If I can’t find a place to hide, I might try to run away. How about you?”

Call on several students to give their own ideas of how they would react in the situation.

Ask, “What if you were one of the Martians? What would you think if you saw a little human for the first time? How would you feel?”

Practice

Explain, “Now it’s your turn. I will play some more of the story. As you listen, **personalize**, or think about what you would do if you were a character in the story. It doesn’t have to be the main character. When I stop, I will ask you to tell your neighbor what you would do.”

Play to “I had knocked down one of their warriors with only my hand.”

Ask students to turn to their neighbor and say how they personalized.

Ask a few students to share the things they **personalized** with the class. “Thank you. Now let’s read some more and keep **personalizing** as we read.

Play to “He would remain my loyal friend as long as I was on Mars.”

Say, “Who imagined they were the large animal? How about Sola? John Carter? Did you think you would make friends with the large animal? Turn to your neighbor again and share what you personalized.”

After giving students time to share what they personalized, ask a few students to share this with the class. Say, “Thank you. Let’s read to the end of the story now and see what happens.”

Play to the end of the story.

Ask students: “If you were John Carter, what would you do now?” Give students a chance to tell what they think, based on their personalization.

Self-Evaluation

When students have finished discussing what they would do when the Red Martians attacked, ask, “Do you think *personalizing* helped you understand and remember this story?”

Allow time for some discussion.

“Raise your hand if you think you will try this strategy another time.”

Expand

Suggest other times when **personalizing** might help students. “If you are reading your history book, try putting yourself in the place of a historical character. Or when you are learning about a scientific discovery, imagine what it would be like to work as a scientist. There are a lot of times we can personalize. Try it in one of your other classes and let me know how it goes!”

Last week, we met John Carter who begins the story. He enters a cave deep in the desert in the state of Arizona. There something happens. He does not know how, but he has been transported to the Red Planet, Mars.

He quickly learns that gravity on Mars is much less than on Earth. The lack of gravity makes him very strong. He can even jump very high without trying.

He finds a low wall that surrounds a group of eggs. The eggs are opening. Out come small, fierce-looking green creatures. When we left John Carter, a green adult creature carrying a long sharp spear was coming toward him.

And now, the second program in our series, "A Princess of Mars."

JOHN CARTER: The creature with the **spear** was huge. There were many other similar creatures. They had ridden behind me on the backs of large animals. Each of them carried a collection of strange-looking weapons.

The one with the large spear got down from the back of his animal and began walking toward me. He was almost five meters tall and a dark green color. Huge teeth stuck out of his face, and his expression showed much hate and violence.

I immediately knew I was facing a terrible **warrior**. He began moving quickly toward me with the spear. I was completely unarmed. I could not fight. My only chance was to escape.

I used all my strength to jump away from him. I was able to jump almost thirty meters. The green Martian stopped and watched my effort. I would learn later that the look on his face showed complete surprise.

The creatures gathered and talked among themselves. While they talked, I thought about running away. However, I noticed several of them carried **devices** that looked very much like rifles. I could not run.

Soon, all but one of the creatures moved away. The one who had threatened me stayed. He slowly took off a metal band from his arm and held it out to me. He spoke in a strange language.

JOHN CARTER: Slowly, he laid down his weapons. I thought this would have been a sign of peace anywhere on Earth...why not on Mars, too? I walked toward him and in a normal voice announced my name and said I had come in peace. I knew he did not understand, but like me, he took it to mean that I meant no harm.

Slowly, we came together. He gave me the large metal band that had been around his arm. He turned and made signs with his hands that I should follow him. Soon we arrived at the large animal he had been riding.

He again made a sign with his hands that I should ride on the same animal behind him. The group turned and began riding across the land. We moved quickly toward mountains in the distance.

JOHN CARTER: The large animals we rode moved quickly across the land. I could tell from the surrounding mountains that we were on the bottom of a long dead sea. In time we came to a huge city. At first I thought the city was empty. The buildings all

were empty and in poor repair. But soon I saw hundreds of the green warriors. I also saw green women and children. I soon learned about many cities like this. The cities were built hundreds of years ago by a people that no longer existed. The green Martians used the cities. They moved from one empty city to another, never stopping for more than a day or two.

We got down from our animals and walked into a large building. We entered a room that was filled with fierce green warriors.

It was not difficult to tell that these were the leaders of the green Martians. One of them took hold of my arm. He shook me and lifted me off the ground. He laughed when he did so. I was to learn that green Martians only laugh at the pain or suffering of others. This huge warrior threw me to the ground and then took hold of my arm again to pick me up. I did the only thing I could do. I hit him with my closed fist as hard as I could. The green warrior fell to the floor and did not move. The others in the room grew silent. I had knocked down one of their warriors with only my hand.

I moved away from him and prepared to defend myself as best I could. But they did not move. The green Martian that had captured me walked toward me. He said in a clear voice:

TARS TARKAS: "TARS TARKAS -- TARS TARKAS."

JOHN CARTER: As he spoke, he pointed to his own chest. He was telling me his name! I pointed to my chest and said my name, "John Carter."

He turned and said the word, "Sola." Immediately, a green Martian woman came close. He spoke to her. She led me to another building and into a large room.

The room was filled with **equipment** carried by the green Martians. She prepared something for me to eat. I was very hungry.

I pointed to her and said the word "Sola." She pointed at me and said my name. It was a beginning. Sola was my guard.

She also became my teacher. In time she would become a close and valued friend. As I ate my meal, my lessons in the language of the green Martians continued.

JOHN CARTER: Two days later, Tars Tarkas came to my room. He carried the weapons and the metal **armbands** the green warriors wear. He put them on the ground near my feet. Sola told him I now understood some of their language. He turned to me and spoke slowly.

TARS TARKAS: The warrior you hit is dead. His weapons and the metal of his rank are yours, John Carter. He was a leader of one small group among our people. Because you have killed him, you now are a leader.

You are still a captive and not free to leave. However you will be treated with the respect you have earned. You are now a warrior among our people.

JOHN CARTER: Tars Tarkas turned and spoke softly. From beyond the door a strange creature entered the room. It was bigger than a large dog and very ugly. It had rows of long teeth and ten very short legs. Tars Tarkas spoke to the creature and

pointed at me. He left. The creature looked at me, watching closely. Then Sola spoke about the creature.

SOLA: His name is Woola. The men of our tribe use them in hunting and war. He has been told to guard and protect you. He has also been told to prevent your escape.

There is no faster creature in our world. And in a fight they can kill very quickly. Do not try to escape, John Carter. Woola will tear you to small pieces.

JOHN CARTER: I continued to watch the creature named Woola. I had already seen how the green Martians treated other animals. They were very cruel.

I thought, perhaps this beast can be taught to be my friend...much like a dog on Earth. I walked close to the creature and began speaking in much the same way I would speak to a dog or other animal on Earth.

I sat down next to him while I talked softly. At first he seemed confused. I believe the creature Woola had never heard a kind word.

For the next several days I gained the trust and friendship of Woola. In a few short days Woola was my friend and fierce protector. He would remain my loyal friend as long as I was on Mars.

JOHN CARTER: Several days later, Sola came to me with a look of great concern.

SOLA: John Carter...come with me. A great battle is about to take place. An enemy is coming near this city. We must prepare to fight and we must be ready to flee.

JOHN CARTER: Sola, what enemy is this?

SOLA: A race of red men who travel our world in flying machines. A great number of their machines have come over the far mountain. Take your weapons with you and hurry.

JOHN CARTER: I collected my sword and a spear. I hurried out of the building and joined a group of warriors moving toward the end of the city. Far in the distance I could see the air ships.

They were firing large guns at the green warriors. I heard huge explosions. The green warriors were firing back with their deadly rifles. The air was filled with the sound of violent battle.

Suddenly a huge air ship exploded. It came down, crashing near me. Red Martians were falling from the side of the huge ship. And then it exploded!

Words in This Story

spear - *n.* a weapon that has a long straight handle and a sharp point

warrior - *n.* a person who fights in battles and is known for having courage and skill

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About the CALLA Approach

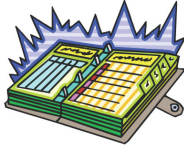



The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

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.







Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
METACOGNITIVE STRATEGIES		
Plan / Organize	 Planner	Before beginning a task: -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 Check	While working on a task: -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	 I did it!	After completing a task: -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	 Pace Yourself	-Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.

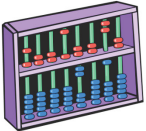
Task-Based Strategies

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.


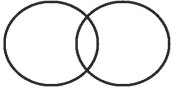


Task-Based Strategies

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.



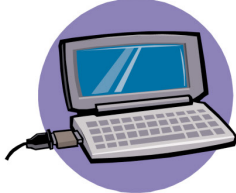


Task-Based Strategies

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	 PDA	<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	 A Venn diagram	<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	 Main Idea	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 Focus	<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	 Look it up!	<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	 Together	<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)	 I can do it!	<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.