

Learning English

American Stories

A Princess of Mars, Part Four

***Based on the story by by Edgar Rice
Burroughs***

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, *A Princess of Mars, Part Four*, by Edgar Rice Burroughs.

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 Three.’

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

Vocabulary

aid - *n.* the act of helping someone : help or assistance given to someone

fierce - *adj.* very violent

atmosphere - *n.* a mass of gases that surround a planet or star

stiff - *adj.* difficult to bend or move

Present

Introduce the story: “This is a story about John Carter’s life on Mars after he escapes from the green warriors. You have read three stories with the same characters, so you should be able to guess, or ***predict***, what they might do in the story. When we use the strategy of *predicting*, we use what we know about the people in a story or about the world to **make our best guess** about where the story will take us. Let me show you how to do it.”

Play or read the story to ‘He had been as kind to me as a green Martian can be.’

Model the strategy: “I am asking myself now, what will Tars Tarkas do? John Carter doesn’t want to fight him, because Tars Tarkas was kind to him.”

Make your prediction: “I *predict* that Tars Tarkas will **not** kill John Carter. I’m not sure how they will become friends, but I think that’s what will happen.”

Play or read the story to ‘They finally withdrew after an hour of fierce fighting.’

Ask, “What happened? Was my prediction right? It doesn’t really matter if it was right, because using this strategy helps me to focus on what I’m reading in a different way. Based on what we just read, can **you** predict what will happen next?” Let some students tell you their predictions.

Practice

“Now it’s your turn. As we read the next part of the story, make your own predictions. Write your prediction in your notebook.”

Play the story to “But why did Sola leave her people and go with you?”

“Now let’s compare our predictions.”

Ask students to turn to their neighbor and share what they predicted. Have several share with the class as a whole.

“Let’s read the rest of the story now. Check your predictions to see if they really happen in the story. Make more predictions as you read.”

Play to the end of the story.

Self-Evaluate

Ask students to stay with their neighbor and turn to join another pair of students. “I’d like you to do something a little different today as we evaluate the strategy we learned. In your group of four, talk about the end of the story. What do you predict will happen next, now that John Carter is back on earth? When you agree as a group, write your predictions on a paper to hand in.”

Pass out one piece of paper to each group if necessary. Give students time to make their final predictions.

“At the bottom of the paper, please write what your group members think about using this strategy, *predicting*, when you read.”

Collect the papers to review.

Expand

Ask, “Think of other times when you can *predict*. In fact, we use this strategy every day. When we talk with someone we usually predict how they will answer our questions or respond to our comments. Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!

Editor's note: This is the fourth in our series of programs called "A Princess of Mars." The story is from a series of books by Edgar Rice Burroughs.

Last week, we told how John Carter observed a fierce battle between the green Martians and a race of red, human-like creatures. He also saw the beautiful Princess Dejah Thoris being captured after the battle.

A short time later, John Carter, the Princess and their friend, the green Martian woman Sola, attempt to escape rather than face death. The Princess and Sola must flee while John Carter tries to slow the green warriors who are chasing them. John Carter continues to tell what happens in Edgar Rice Burroughs' story, "A Princess of Mars."

JOHN CARTER: The huge green warrior Tars Tarkas came slowly toward me with his thin sword. I backed away. I did not want to fight him. I did not wish his death. He had been as kind to me as a green Martian can be.

As I stood watching him, a rifle fired in the distance, then another and another. Tars Tarkas and his warriors were under attack from another tribe of green warriors.

Within seconds, a terrible battle raged. As I watched, three of the attackers fell on Tars Tarkas. He killed one and was fighting with the other two when he slipped and fell.

I ran to his **aid**, swinging my sword. He was on his feet. Shoulder-to-shoulder, we fought against the attackers. They finally withdrew after an hour of **fierce** fighting.

TARS TARKAS: John Carter, I think I understand the meaning of the word "friend." You saved my life when I was about to take yours. From this day, you are no longer a captive among our people, but a leader and great warrior among us.

JOHN CARTER: There was a smile on his face. Once again, he took off a metal band from his arm and gave it to me.

TARS TARKAS: I have a question for you John Carter. I understand why you took the red woman with you. But why did Sola leave her people and go with you?

JOHN CARTER: She did not want to see me or the Princess harmed. She does not like the great games held by your people where captives are led to die. She knows if she is caught, she too will die in the games. She told me she hates the games because her mother died there.

TARS TARKAS: What? How could she know her mother?

JOHN CARTER: She told me her mother was killed in the games because she had hidden the egg that produced her. Her mother hid Sola among other children before she was captured. Sola said she was a kind woman, not like others of your tribe.

Tars Tarkas grew angry as I was speaking. But I could see past his anger. I could see pain in his eyes. I immediately knew Sola's great secret.

I have a question for you, Tars Tarkas. Did you know Sola's mother?

TARS TARKAS: Yes... and if I could have, I would have prevented her death. I know this story to be true. I have always known the woman who died in those games had a child. I never knew the child. I do now. Sola is also my child.

JOHN CARTER: For three days, we followed the trail left by the Princess Dejah Thoris, Sola and poor ugly Woola. At last, we could see them in the distance. Their animal could no longer be ridden. They were talking. When we came near, Woola turned to fight us. I slowly walked to him with my hand out.

Sola was standing nearby. She was armed and prepared to fight. The princess was lying next to her feet.

Sola, what is wrong with the princess?

SOLA: She has been crying much these past few days, John Carter. We believed you died so we could escape. The thought of your death was very heavy on this woman...my friend Dejah Thoris. Come and tell her you are among the living. Perhaps that will stop her crying.

JOHN CARTER: I walked to where the Princess Dejah Thoris was lying on the ground. She looked at me with eyes that were red from crying.

Princess, you are no longer in danger. Tars Tarkas has come with me as a friend. He and his warriors will help to see you safely home.

And..Sola! I would have you greet your father -- Tars Tarkas -- a great leader among your people. Your secret no longer means death to anyone. He already knows you are his daughter. The two of you have nothing to fear.

Sola turned and looked at Tars Tarkas. She held out her hand. He took it. It was a new beginning for them.

DEJAH THORIS: I know our world has never before seen anyone like you, John Carter. Can it be that all Earthmen are like you? I was alone, a stranger, hunted, threatened. Yet you would freely give your life to save me.

You come to me now with a tribe of green warriors who offer their friendship. You are no longer a captive but wear the metal of great rank among their people. No man has ever done this.

JOHN CARTER: Princess, I have done many strange things in my life, many things much smarter men would not have done. And now, before my courage fails, I would ask you, to be mine in marriage. She smiled at me for a moment and then her dark eyes flashed in the evening light.

DEJAH THORIS: You have no need of your courage, John Carter, because you already knew the answer before you asked the question.

JOHN CARTER: And so Dejah Thoris, Princess of Helium, a daughter of the Red Planet Mars, promised herself in marriage to John Carter, a gentleman of Virginia.

JOHN CARTER: Several days later, we reached the city of Helium. At first, the red men of Helium thought we were an attacking army. But they soon saw their Princess. We were greeted with great joy. Tars Tarkas and his green warriors caused the greatest excitement. This huge group of green warriors entered the city as friends and allies.

I soon met Tardos Mors, the grandfather of Dejah Thoris. He tried several times to thank me for saving the life of the Princess. But tears filled his eyes and he could not speak.

JOHN CARTER: For nine years, I served in the government and fought in the armies of Helium as a Prince of the royal family. It was a happy time. The Princess Dejah Thoris and I were expecting a child.

Then, one day, a soldier returned from a long flight. When he landed he hurried to the great meeting room.

Tardos Mors met with the soldier and reported that every creature on the planet had but three days to live. He said the great machines that produced the atmosphere on the planet had stopped producing oxygen. He said no one knew why this had happened, but there was nothing that could be done.

The air grew thin within a day. Many people could do nothing but sleep. I watched as my Princess was slowly dying. I had to try something.

I could still move with great difficulty. I went to our airport and chose a fast aircraft. I flew as fast as I could to the building that produced the atmosphere of the planet.

Workers were trying to enter. I tried to help. With a great effort I opened a hole.

I grew very weak. I asked one of the workers if he could start the engines. He said he would try. I fell asleep on the ground.

It was dark when I opened my eyes again. My clothing felt stiff and strange. I sat up. I could see light from an opening. I walked outside. The land looked strange to me. I

looked up to the sky and saw the Red Planet Mars. I was once again on Earth in the desert of Arizona. I cried out with deep emotion.

Did the worker reach the machines to renew the atmosphere? Did the air reach the people of that planet in time to save them? Was my Princess Dejah Thoris alive or did she lie cold in death?

For ten years now, I have watched the night sky, looking for an answer. I believe she and our child are waiting there for me. Something tells me that I shall soon know.

Shep O'Neal was the voice of John Carter. Steve Ember was Tars Tarkas. Barbara Klein was Sola. And Gwen Outen was Princess Dejah Thoris. Paul Thompson wrote this story for VOA Learning English. Paul Thompson and Mario Ritter produced it.

Words in This Story

aid - *n.* the act of helping someone : help or assistance given to someone

fierce - *adj.* very violent

stiff - *adj.* difficult to bend or move

atmosphere - *n.* a mass of gases that surround a planet or star

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.

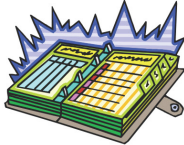



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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.


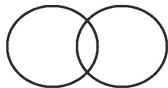


Task-Based Strategies

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.


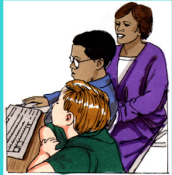
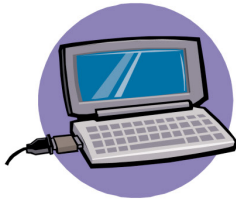


Task-Based Strategies

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	 <p>abacus</p>	<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	 <p>Life cycle</p>	<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	 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.