

Lesson Plan #7

Name of Lesson: How Would I Interact With Gorillas If I Could?

Lesson overview:

This lesson will include some review of previously gained knowledge and vocabulary. Then the clip from *Gorillas In The Mist* will be viewed after which students will be asked to share their recollection of the story.

Objectives:

Language Learning	Concept	Strategies
Practicing the conditional, “If...would” Stating factual information Confirming known facts Sequencing information and writing a letter	Challenges and opportunities Choices Taking a stance and social action to express concern	Using visual images to remember new information Cooperating with peers Using formulas and patterns Planning a language task

Materials: Video: Gorillas In the Mist
Poster paper

Activities: Correcting classmates’ papers
Watching video clip
Creating poetry/narratives using the conditional “If...would”
Writing a letter to express concern

Teaching Phase:

Part 1: Warm up

- Begin today’s lesson with some student recollections of what they learned from the book, Light Shining Through the Mist
- Follow this up by exchanging yesterday’s question papers and correcting them

Part 2: Teaching new language, concepts, and strategies

Watching the movie clip:

The movie, *Gorillas in the Mist*, stars Sigourney Weaver. This is the story of Dian Fossey's experience in the Congo and Rwanda between the years of 1966 and 1985. This movie is available from most movie rental shops (Blockbusters, etc.). Although the movie does contain a bit of language, and watching the entire film at some point should not be considered prior to the teacher's private viewing, the twenty minute clip that best portrays the gorilla family's interaction, their acceptance of Dian, and a few scenes portraying the poachers and the results of their actions, is 'language-free'. This portion of the story begins about half an hour into the film, immediately following her stay with a very nice English lady in a large white house in Rwanda after being forced from her first camp by soldiers.

Brief Synopsis: Dian sets up camp with the help of her Congolese tracker, Sanweke, and then proceeds to follow, observe, and mimic a gorilla group which she names Group 4. Most of her information about gorillas comes from the writing that George Schaller did during his gorilla study of an earlier date. The movie clip continues through to a point where a baby deer falls into a poacher's trap and breaks its back. If the class watches five extra minutes, they will view the market scene in which Dian is offered a gorilla's hand to use as an ashtray.

Working with the conditional, "If...would"

At this point, check for student understanding of the grammar point through further questioning.

Examples such as the following could be written on the board or the overhead with space left between each question for possible solutions. (You may also wish to show the clip a second time before this activity.)

Examples:

- If you lived near gorillas, would you try to protect or help them?
If I lived near gorillas, I would try to help them.
- If you were a big game hunter, would you hunt gorillas and why or why not?
If I were a big game hunter, I would never hunt gorillas because it is wrong.
If I were a big game hunter, I wouldn't hunt gorillas because they are endangered.
- What would a silverback do if a poacher came near?
If a poacher came near, a silverback would attack.
If a poacher came near, a silverback would move his family.
If a poacher came near, a silverback would chase him away.
- What would a mother gorilla do if her baby were caught in a trap?
- What would a baby gorilla do if its mother were shot?
- What would you do if you met a gorilla?
- What wouldn't you do if you met a gorilla?
- What would you do if you could help gorillas?

Writing practice with “If...would”

It is time for students to practice this new pattern in a written format.

Place them in partners or small groups of three.

Provide each group with a large sheet of chart paper containing a title such as **one** of the following:

If I Were A Gorilla, I Would
If I Met a Gorilla, I Would
If I Had A Gorilla For a Pet, I Would
If I Met A Gorilla, I Wouldn't
If I Were A Poacher, I Wouldn't
If I Had Money to Help Gorillas, I Would

(At this point, you may wish to read the book/poem I Want To Be Somebody New to the class to provide them with further samples of how to create their own “If... Would” poems.)

Take one of the headings from the preceding list and create, on the blackboard or overhead, a class example of such a poem.

Then have student partners or groups create their own poem on the chart paper using the same pattern.

You might want to suggest a **minimum** number of lines for each poem.

During this task, there is an excellent opportunity to circulate amongst the groups and help them with ideas and suggestions (as well as error correction if there are any difficulties with understanding or format use).

Part 3: Practice/reinforcement and extension of new learning

Oral practice:

Following this activity, students could orally share their poems with the other groups (or exchange papers and add to another group's ideas, repeating this exchange until every group had been given the opportunity to work on every poem and then post and share).

Internalizing and an opportunity to informally assess student learning:

- Have each group cut their poetry lines in half (at the comma; just before the word “I”).
- Place all of the “If...” portions in one container, and all of the “I...” portions in a separate container.
- Then divide the class in half and ask one half of the class to choose **one** portion from the “If...” container and the other half of the class to choose **one** portion from the “I...” container.
- Next, students need to find a partner with an opposite part of a line.
- They can choose any partner with an opposite part as long as the line works.
- After they have found a partner with the other half of the line, allow them a few minutes to discuss what their line means and/or how it would work.

Ask students what they would want to say if they could speak with someone in government here or in Rwanda. Put some ideas on board. Tell them that if they wanted to, they could actually send a letter to Fossey's Centre of Study, the Rwandan Government, or to some other related place (perhaps even the Calgary Zoo) to express their concern and ask what steps are currently being taken to protect gorillas. Teach the parts of the formal letter and guide them through a letter-writing activity. Then decide who will be written to and whether this will occur on an individual basis or in small groups or...

Part 4: Closure

- To check for student understanding of this lesson, ask each set of partners to place their line up on the bulletin board.
- Have them read it aloud and then explain it to the rest of the class.
- During these mini-presentations the teacher will have the opportunity to ascertain the degree to which the language form, function and vocabulary have been internalized.
- Ask questions related to vocabulary (especially *endangered*, *poachers*, *illegally*) and comprehension/recall (for example: the Cloze uses 'body parts' – what body parts of the gorilla did we see in the movie clip?)
- For homework, ask them to review their notes about the movie in readiness for a comprehension check activity next day like the one they just got back from you.
- **Next lesson**, return the Cloze activity from yesterday and review.
- Have students compose their letter of concern.
- Perhaps ask them if they can find any other ways to express their concern or other people or places where they might write to or where they might find support (WWF) by researching the internet or checking the library out.

For homework, you may wish to ask each student to choose one of the presentation lines as a first sentence from which they are to develop a short explanatory paragraph or story.