



# AMERICAN ENGLISH

PRESENTS...  
*WHY ENGLISH? COMICS FOR THE  
CLASSROOM - JULIA*

APRIL 2015

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## WHY ENGLISH? COMICS FOR THE CLASSROOM - JULIA

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### LEVEL

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Intermediate-Advanced

### GOALS

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Learn about the importance of dreams and goals

Learn about the important exports of your country

Practice speaking, listening and writing skills through the story of Julia

Practice making predictions

### MATERIALS

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- *Why English? Comics for the Classroom – Julia* (p. 31-34)
- *Stronger and Stronger* lyrics (included in this activity packet)
- *Stronger and Stronger* mp3 (available at [http://americanenglish.state.gov/files/ae/resource\\_files/daniel\\_ho\\_-\\_stronger.mp3](http://americanenglish.state.gov/files/ae/resource_files/daniel_ho_-_stronger.mp3))
- Trace Effects Chapter 5 (optional) (available at <http://americanenglish.state.gov/trace-effects>)
- Trace Effects Chapter 5 Comic Book (optional)
  - The Chapter 5 Comic Book can be found on the Trace Effects Teacher Edition DVD

### PREPARATION

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- 1) Read through all the materials carefully. Several class periods could be used for this activity, or it could be shortened for use in a single class. Decide which approach is best for your class.
- 2) For this lesson, students will work in pairs, so make enough materials for each pair.
- 3) Before class, read through the *Why English? Comics for the Classroom – Julia* (pp. 31-34).
- 4) Print out the Julia comic. Prepare enough copies for each pair of students to have one.
- 5) Cut the printed copies of the Julia comic according to the guidelines in Appendix 1. The comic should be cut into four sections. Each pair of students will need each section of the comic.
- 6) Prepare copies of the lyrics to the song *Stronger and Stronger* for each student.
- 7) Prepare sheets of paper for students to use to create posters for Julia's potatoes.
- 8) As an **optional** activity for more advanced students, have copies of *Trace Effects* Chapter 5 for students to play.
- 9) As an **optional** activity for more advanced students, have copies of the Trace Effects Chapter 5 comic book for students to read.

### PROCEDURES

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#### Creating Context - Reading the Comic

- 1) Begin class by asking students what dreams they have or have had in the past. Have all their dreams been taken seriously? Have students engage in a think, pair, share.
  - a. Give students two minutes to write down a dream they have or had
  - b. Place students in pairs and have them share their dreams with their partners
  - c. Call on pairs and have each student share the dream of their partner
- 2) Tell the class that today they will be discussing dreams. While still with their partners, ask the students what they would do if were told they could not follow their dreams. Would they still try to follow them?

- 3) Give each student pair Section 1 of the Julia comic. After they have read it, ask the students the following:
  - a. What do Julia and her mother fight over?
  - b. What do you think will happen next?
  - c. Do you think Julia's father will support Julia or Julia's mother?
- 4) Give students Section 2 of the comic. After they have read it, draw their attention to the third panel. Ask them the following:
  - a. Why does Julia run away crying?
  - b. What do they think happened next? Will Julia give up on her dream?
- 5) Give students Section 3 of the comic. After they have read it, draw their attention to the third to the last panel. Direct the students' attention to the light over Julia's head. In many cultures this symbolizes someone have a good or "bright" idea. Ask them the following:
  - a. What does the man want from Julia's father?
  - b. Does Julia's father understand the man? Why or why not?
  - c. What do they think Julia's "bright" idea is?
- 6) Give students Section 4 of the comic. After they have read, ask them the following:
  - a. How does Julia save the day?
  - b. What does Julia's father think of her studying English now?
  - c. Does Julia have a new job helping her father? What is Julia's new job?

### **Making Connections – Julia and *Stronger and Stronger***

- 7) Now that students have read the comics, ask them what they think about Julia's dream. Was it good for Julia not to give up?
- 8) Pass out the *Stronger and Stronger* lyrics to the class. Give students a few moments to read through the lyrics and ask about any vocabulary questions they may have.
- 9) Play the song *Stronger and Stronger*. For the first time students can listen and follow along silently. After they know the tune, play it again and encourage students to sing along.
- 10) After the sing-along, have the students do another think, pair, share. Ask students: how does the song *Stronger and Stronger* match the Julia comic? Have students write down their answer, then share their idea with their partner. Finally, encourage students to share their answers with the class.
- 11) **Optional Activity:** Have students take the lyrics from *Stronger and Stronger* and match them with the panels of the Julia comic. For example students may match the lyrics:
 

I'm off to chase those silly dreams you always warned me about.  
 Don't take it personal. It's not to prove you wrong but me right.  
 'Cause you know I'm right you'll see the light without a shadow of doubt

These lyrics can match the panel of Julia running away from the table after the disagreement with her parents.

### **Expanding the Idea – Peruvian Potatoes Poster Promotion**

- 12) In the comic, Julia's family sells potatoes. Potatoes are indigenous, or native, to the Andes Mountains of South America where Peru is located. In Peru, potatoes are a part of the culture as a native crop. What products are indigenous to your country? As a class, list as many as you can.
- 13) Pass out blank sheets of paper to the pairs of students. Have them develop an advertisement poster for an indigenous product of their country they would like to sell. Have them create a poster that promotes this product.

14) When students have completed the posters (either in class or as homework), have them display the posters around the classroom. Split the pairs of students so that one stays at the poster to describe it to classmates, while the other member of the pair rotates around the room to see the posters of the other student pairs. If time permits, have the students switch roles so they each have an opportunity to discuss the poster and to hear about the posters of the other pairs.

#### ADAPT IT TO YOUR CLASS

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- The story of Julia and the pressure she gets to follow the family business is similar to the story of Neela in Chapter 5 of *Trace Effects*. In Neela's story, she is pressured to give up her dream of working in fashion to help her father run the family newsstand. As an optional activity have students play Chapter 5 of *Trace Effects*. After they play, have the students write compare/contrast paragraphs on the stories of Julia and Neela.
- If your class has already played through Chapter 5 of *Trace Effects* you can find the Chapter 5 comic book on the Teacher Edition DVD of *Trace Effects*. Have the students read the comic and make connections between the stories of Julia and Neela. Students can report on the stories as either a paragraph for homework or as an in class report.

## Appendix 1: Julia Comic Cut-Up Guide

### Section 1:



### Section 2:



### Section 3:



### Section 4:



## Stronger and Stronger: Lyrics

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by Daniel Ho (4:49)

1 I'm sick and tired of hearing that I'll never have what it takes.  
 Just need a few words of encouragement and I'll be okay.  
 Is love or jealousy preventing you from seeing my way?  
 With or without your approval, I'll do it anyway.

(Chorus)

5 I'm getting stronger and stronger with each passing day  
 Flying higher and higher like a bird flown away  
 I'm getting closer and closer to finding my way  
 I just might make it someday.  
 You know, I just might make it someday.

10 I'm off to chase those silly dreams you always warned me about.  
 Don't take it personal. It's not to prove you wrong but me right.  
 'Cause you know I'm right you'll see the light without a shadow of doubt  
 Was that out loud? Oh well, I'm sorry got no time to fight, no.

CHORUS

14 Yeah, Yeah, Yeah  
 Maybe someday (2x)

16 It's not like me to be the one to say, "I told you so."  
 But I told you so, I told you so, I told you so, I told you so  
 I told you so, I told you so, I told you so, I told you so,  
 In case you missed it, listen carefully, I TOLD YOU SO!  
 Yeah, Yeah

21 I'm getting stronger and stronger with each passing day  
 Flying higher and higher like a bird flown away  
 I'm getting closer and closer to finding my way  
 I just might make it someday.

CHORUS

25 Looks like I made it  
 What were you thinking?  
 What did I tell you?  
 I told you so  
 Yeah, Yeah I told you so,  
 I told you so, I told ya (6x)