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Grace Pilz Lesson Plan 2

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Grace Pilz and Madi Maldonado
Lesson Plan #2 (“A Rice Sandwich” and “Legal Alien”)
10/2/17

Review “All Summer in a Day”

“All Summer in a Day” tells the story of a young girl, Margot, who lives on Venus. She didn’t move away from Earth until she was about four so she remembers long, sunny days in Ohio. Life on Venus—which gets two hours of sunshine every 7 years—makes Margot very sad. Because of her emotions and different upbringing, she doesn’t fit in with the rest of the kids her age. The kids bully her regularly and she ends up locked in a closet for the rare appearance of the sun. The other kids love it but when the rain returns, they remember about Margot in the closet. No one wants to face what they’ve done because they are ashamed. We discussed how Margot should be judged on the content of her character, not the ways in which she is different from everyone else. Like the classroom rule says, we should always respect one another, even when we disagree.

“Legal Alien” by Pat Mora

I. Intro to the Poem

Pat Mora is a poet, writer, and social activist (what is this?). Her Mexican-American heritage is a big part of her life and therefore her works carry themes about **ethnicity** (cultural roots). Her travels to countries like Cuba, India, and Pakistan also cause her to ask questions about cultural differences and social inequality.

II. Pre-Reading Questions

- a. What does the prefix “—bi” mean? What does it mean when we add it to other words and get “bilingual” or “bicultural”?
- b. What are the multiple parts of *your* identity? They’re what make you unique and great!

III. Post-Reading Q’s

- a. What is the tone of the poem (i.e. How is the speaker feeling) and where can we point to in the text to demonstrate that?
- b. What is the source of the speaker’s inner conflict? What is she grappling with?
- c. What words are used to express the feeling of being a Mexican-American? (“alien”, “fringes”, “inferior”, “different”, “exotic”, “masking the discomfort”, “pre-judged”, “not like me”)
- d. Does the speaker of this poem remind you of the character Margot? How so?

“A Rice Sandwich”

I. Intro to Story: First-person narrators reveal a lot about the feelings of the main character. In contrast to an **omniscient** narrator, first-person narration allows us to see the world through the perspective of the **protagonist**. As we read, we should think about how the story changes due to the **voice**.

II. Reading Questions

- a. Describe Setting: Religious elementary school
- b. Identify Characters: Esperanza (narrator), Mrs. Cordero, Sister Superior, other kids in the canteen at lunchtime

III. Comprehension questions (post-reading)

- c. Trace Plot Sequence (or more of an emotional timeline): Esperanza is sad at first because she always has to go home for lunch, she desperately asks her mother to write a note for her and pack a lunch,
- d. Determine Themes: class (and symbols of it), differences, empathy, ethnicity

IV. Making inferences

- a. What clues tell us that Esperanza's family is poor? "Anemic wrist", rice sandwich, division among those who stay for lunch and those who go home, geographic division of housing, conflating "importance" (line 3) with symbols of high class,
- b. What are the things that are out of Esperanza's control? What she eats for lunch, where she goes for lunch, her family's economic situation, where she lives,
- c. How does she feel about these things that she can't control? She doesn't like being different, she can't handle being yelled at, she wants to change how her life currently is, she feels ashamed of where she lives and where she eats lunch, she doesn't feel accepted by the other children
- d. Why does she cry at the end of the story?

V. Activity

Draw a Scene from the Story (making sure to capture the mood of the scene through color and facial expressions)'

- a. Esperanza crying in the canteen
- b. Esperanza's tearful meeting with Sister Superior
- c. Esperanza begging her mother to pack her a lunch/write her a note