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## Nate Novak Lesson Plan 1

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### Lesson Plan #1 for CEL

#### Goals:

- Identify personally with themes from the text (Does this happen in reality? Do you know of any examples in the news or from your own life?)
- Have students understand what a border is and how they exist in their lives
- Gain a broader understanding of what it means to be affected by borders
- Understand that borders come in all different forms.
- How do borders affect the people around them?

#### Objectives:

- Have every student comprehend what we are reading and contribute to discussion
- Introduce themes and topics that will be discussed later
- Understand difficult vocabulary in both English and Spanish from the texts
- Compare two different pieces of literature
- Teach students a basic definition of what a border is or could be

#### Plan for *All Summer in a Day* by Ray Bradbury

- Start class with ice-breaker
- We introduce the writer and the story, give a little bit of background, and read with them, checking in at certain points.
- Check for plot, character, theme, sequence comprehension
  - Summarize characters.
  - Write sequence of the story on the board
  - What is the plot of the story?
  - What were your favorite parts? Why?
  - Can you relate to the story personally?
  - How do you identify with Margot?
  - Do you ever feel like Margot?
  - Understand vocabulary:
    - “Borders”
    - “Metaphor”
    - “Simile”
    - “Plot”
    - “Theme”
    - “Intermixed” (155)

- “Dimly” (156)
  - “Savagely” (157)
  - “Repercussion” (158)
  - “Tumultuously” (159)
  - “Concussion” (155)
  - “Bore” (158)
- Themes
  - Define the theme of a story:
    - “What is the message the author wants to tell us?”
    - “What is important about what happened with Margot?”
  - Questions to help guide them:
    - “How does the treatment of Margot make you feel? When she did not move when William shoved her, what does that tell us about Margot?”
    - “What do the Earth and the sun mean to Margot?”
    - “What would you do if the sun was only out for two hours every seven years? What would you do when it came out?”
    - “Why was it so hurtful to Margot that she was locked in the closet?”
    - “What does the closet mean in this story?”
    - “How would you act if you were in Margot’s position?”
    - “Why does Margot miss the Earth and sun so much?”

### **Plan for “Legal Alien”**

- Choose one person to read each poem.
- Someone describe what happens in the poems.
- Vocabulary
  - “M’estan volviendo loca”
  - “token ”
  - “Bi-laterally”
  - “Fringes”
  - “Hyphenated
- Themes to discuss
  - “Why do you think the poetic voice thinks that they are not Mexican enough but not American enough?”
  - “Why do you think the poem includes Spanish and doesn’t define what it means?”
  - “How do you think the poetic voice feels in this poem?”
  - “Have you ever felt in the middle like the speaker in this poem?”
  - “What does the speaker mean by ‘being pre-judged’ (Mora 243)”

### **Comparison between the two works**

- Make a Venn Diagram (teach what it is if we have to)
- “How are the two pieces similar? How are they different?”
- “Do you think these texts talk about borders in some way? If so, how?”
- “How are the students’ actions towards Margot similar to the experience of the speaker in “Legal Alien”?”
- “Do you think the poem and the short story are similar at all? If so, in what ways?”
- Maybe, if time, have an exercise where they draw their favorite scenes or represent them in some way.