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Nate Novak Lesson Plan 2

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Lesson Plan #2 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:

- Understand, in a simple way, liminality, which is discussed in Sandra Cisneros's "Rice Sandwich"
- Understand the significance of how we learn Esperanza's name
- Think about access. What does it mean that Esperanza has a rice sandwich lunch but isn't allowed in the Canteen?
- Understand common techniques used in poetry
- Understand the subtle meanings that are in poetry (i.e. "read between the lines")
- See how poetry is relevant in their own lives
- Be able to apply themes from "Rice Sandwich" to "All Summer in a Day"

Plan for "Rice Sandwich"

- Since it's so short, we could try to get kids to read with us. We will hand out copies and have each person read a little.
- After reading, discuss what happened in the story. What is Esperanza like?
- Vocabulary:
 - "Canteen"
 - "Spartan"
 - "Patrol"
 - "Anemic"
- Themes to discuss:
 - "What does it mean that her mother doesn't have lunch meat to put in her sandwich?"
 - "Do you think she deserves a space in the Canteen?"
 - "Why do you think she wants to eat at the Canteen so badly?"
 - "Do you think Esperanza finds herself in a kind of middle ground?"

- “What does it mean to you that even though the Mother Superior points to the wrong house, Esperanza still says it’s hers?”
- “Why do you think it’s important that she’s eating a rice sandwich?”
- “How is Esperanza similar to Margot in “All Summer in a Day?”
- “What is similar about the plots of the two stories?”
- “If Margot and Esperanza were friends, what do you think they would talk about?”
- Activity: have students draw the scene that most stood out to them and then describe to peers why they drew the scene.
- Does this story make you think of something you’ve seen in real life or seen it on TV, movies, stories, etc?

Plan for “Legal Alien”

- Choose one person to read each poem.
- Someone describe what happens in the poems.
- Vocabulary
 - “M’están 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)”

Plan for “This is Just to Say” and “Variation on a Theme by William Carlos Williams”

- Go over what makes a poem special
 - Captures feeling or moment, tells a story
 - Rhythm, like music
 - Rhyme, organized into stanzas
 - Words may make a picture on the page
- Isabella and Nate will both read aloud the poems while the children follow along
- Vocabulary
 - “Tomales”-made of masa or dough, steamed in a corn husk or banana leaf
 - “Perdóname”
 - “Riquísimos”

- Themes to discuss
 - “Villanueva wrote this poem in response to Williams’ poem. What do you make of this? How does it help us understand Villanueva’s poem?”
 - “Is it okay that the person in the poem took the food?”
 - “Do you think the author was actually sorry for taking the food?”
 - “What could they have done to make what they did right again?”
 - “How do you think the person who had food taken from them felt about the actions of the other person?”
 - “How should the person who got the food taken from them react to this?”
 - “What do you think about one poem being written in English and the other being written in Spanish and English?”
 - “Has this happened to you? What would you have done if someone did this to you?”
 - “If you wrote the poem, what foods would you have mentioned?”
- Have everyone write a short poem using themes from “Legal Alien,” “This is Just to Say,” and “Variation on a Theme by William Carlos Williams”
 - They can write any type of poem they choose
 - Go over what a haiku is (3 lines, 5-7-5 syllables, not rhyming)
 - Free verse, no rhyming
 - Visual poem: could even be a drawing, or making shapes on the paper using the words
 - Have each student present their work in our own poetry slam
 - Bring in cool scarf for the person who is reading to wear to look “hipster”
 - If they know any Spanish, they should use it!