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Nate Novak Lesson Plan 3

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Lesson Plan #3 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?)
- Solidify understanding of what a border is. Give examples of different kinds of borders.
- Understand that borders come in all different forms.

Objectives:

- Discuss who the author is to give context to story.
- Review sequence of story and characters that appeared in it.
- Discuss new vocabulary (found below).
- Talk about physical borders, such as Tomás' travelling back and forth from Indiana to Texas.
- Talk about borders that are not tangible, such as Tomás' experience and relationship with Papá Grande and the Librarian.
- Discuss why it's so important that Tomás loves books and is a new storyteller.
- Discuss important relationships in the story and why they are significant. What is important about the bilingual relationship Tomás shares with his family? Why is the Librarian an important relationship for him as well?

Plan for "Tomás and the Library Lady"

- Read story together. Have students take turns reading.
- What happened in this story? What stood out to you?
- Who are all the characters in the story? What do we know about them?
- How do you think Tomás feels when he reads? How about when he gets to teach the Librarian some Spanish and tell his Papá Grande the new stories he's learning?
- Discuss character's relationships with each other. What do they do together? What makes their relationship special?
- What do you think Tomás's life is like? What are some things from the story that support your description?
- Vocabulary:
 - "glaring" (p.165)
 - "lap" (p. 168)
 - "tangible"
- Themes to discuss:
 - Why was the library so important to Tomás? Do you think it helped him cross tangible and intangible borders?

- What is the importance of Spanish in this short story?
- Is it important that Tomás reads to his family in English and teaches the Librarian Spanish?
- Why is it important that Tomás is travelling back and forth?
- How do you think this story talks about borders? How many different kinds of borders can you find?
- Activity:
 - Write a goodbye letter for the Librarian! Talk about what you appreciated about spending time with her, etc.

Plan for “Oda a mis zapatos” / “Ode to My Shoes”

- Read poem to the kids
- Review what makes a poem special
 - This is a free verse poem
- Define what an “ode” is
 - A poem that praises something or someone
 - “Why do you think the poet wrote an ode to his shoes?”
- Personification
 - Explain what personification is to the children, and where we see it in literature
 - Personification is a metaphor that gives a non-human object human-like qualities
 - Brings his shoes ‘to life’
 - “How does the speaker bring the shoes to life?”
 - “Why do you think the speaker wanted to make his shoes seem human? What does it add to the poem?”
- Themes to discuss:
 - “What do you think the shoes represent?”
 - “Why is it that the shoes dream of the places they went during the day?”
 - “Do you think the shoes represent the speaker in the poem? If so, in what way?”
 - “What do the shoes reveal about the life of the person who wears them?”
 - “How is this poem similar to “Tomás and the Library Lady”?”
 - “Do you think Tomás’ goodbye letter to the librarian is like an ode? How?”
 - “Do you think the shoes being so worn out and tired demonstrate the difficulty of living a life of the border?”
 - “How do the short story and poem relate to borders?”
 - “Why is language important in both the poem and the story?”
- Activity: have everyone write a poem that is an “ode” to something in their everyday life and share with the rest of the class