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Borders in Play Lesson Plans

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2017

## Claire Oxford Lesson Plan 2

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**Professor Román-Odio**  
**SPAN 380 — Cultural Productions of the Borderlands**  
**Lesson #2 — Legal Alien / A Rice Sandwich**  
**3 October 2017**

**11:00 - 11:25: Legal Alien**

- **Icebreaker: Team Name and Alliterative Nicknames (5 min.)**
  - Brainstorm a team name and have each student come up with an alliterative nickname (i.e. Frowning/Frog Felicity)
  
- **Summarize and review “All Summer in a Day” (5 min.)**
  - What did we learn about last time?
    - Review: Plot, Conflict, Climax, Setting, Theme
  - What was the main conflict?
  - What happened to Margot?
  - Why did the students make fun of Margot?
  - How did Margot feel? Did she feel different from the other students?
  
- **Introduce Legal Alien (5 min.)**
  - The story is written by a Mexican-American author and she speaks both Spanish and English.
  - She grew up in the border of Mexico and Texas.
  - We are going to read a story written in both languages — Spanish and English
  
- **Hand out “Legal Alien” and “Extranjero Legal” (10 min.)**
  - **Read** through Legal Alien and pass out the poem packets with the definition
    - Who is the **Narrator**? Is this in the **first person? Third person?**
    - What is the poet trying to say?
    - **What is a poem?**
      - **Has rhythm, sometimes organized into stanzas, tells a story or narrates emotions, etc.**
    - How do we think the poet feels by the end of the poem?
    - Do you know any words in Spanish?
  - **Read** Extranjera Legal
    - What do you think about the author using both English and Spanish? Why does the poet do this?
    - Do you think this author ever feels like Margot? Why?
    - What are some of the borders in this person’s life?

## 11:30 - 12:00 A Rice Sandwich

- **Read A Rice Sandwich (5 min.)**
  - Call on students to read a couple lines throughout
  - Define words (anemic, Spartan)
    - **Anemic: pale and weak**
    - **Spartan: hardy, disciplined person, like the Spartans of ancient Greece**
- Questions about A Rice Sandwich:
  - What perspective is this story told from? First-person? Third-person?
  - Which students eat in the school's "canteen?"
  - Why is this story called "A Rice Sandwich"? Why is the sandwich important?
  - Does the narrator live close to the school? How does she feel about her home?
  - How did the narrator feel when the nun scolded her?
- What do the narrator and Margot have in common?

## Doodles and Discussion (10 minutes)

- Margot and Sandra meeting **or**
- A picture of Margot's or Sandra's neighborhood/school