

**Tales from the Chihuahuan Desert:
Borderlands Narratives about Identity and Binationalism**

National Endowment for the Humanities and The University of Texas at El Paso
2017 Summer Institute for Secondary School Teachers (Grades 6th–12th)

**Instructional Lesson Plan Framework with 5E Model
for E-Portfolio with Artifacts and Readings**

1. Title and Author of Lesson Plan

CardsSaveAmerica_by Tara Partow

2. Content or Subject Areas with Keywords

Business, Border Barrier, Border Wall, Connotation, Crowdfunding, Diction, English Language Arts, GoFundMe, Humor, Juxtaposition, Politics, Rhetoric, Sarcasm, Satire

3. Grade Levels and Time Required

This plan is relevant to 9th-12th grade students and takes one 50 minute class period.

4. Instructional Objectives and Student Learning

Objectives <i>Students will be able to</i>	Applicable Standards <i>Common Core</i>	Assessment Questions
<ul style="list-style-type: none"> ● Determine the central idea and purpose of a text ● Identify smaller moments in a text that support or enhance its overall purpose ● Recognize satire and the strategies it uses to create humor 	<p>Reading Informational Text CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6</p>	<ul style="list-style-type: none"> ● Write a paragraph analyzing the rhetorical situation of the crowdfunding campaign. Be sure to explain how Cards Against Humanity is using satire. ● Ext q: Is the company actually doing anything meaningful with this campaign, or are they just making a joke out of a terrible situation? <p>See the slideshow for guided practice questions.</p>

5. Guiding Questions

- What does satire do?
- Why do people use satire?
- What role has it played in shaping discourse about the U.S.-México border?

6. Materials and Resources

- Projector or Screen to display [videos and slideshow](#)
- Notebooks/Composition books (any location where students write frequent reflections and notes)
- Laptops or devices with screens larger than the size of a cell phone (to be shared by pairs)

7. Introduction

The construction of a border wall along the length of the nearly 2,000 mile U.S.-Mexico border was a hallmark promise of Donald Trump’s presidential campaign. As a teacher, I saw the rhetoric of “the wall” incite students of all ages to voice passionate dissent or support for a construction project that few of them would ever see in person. This lesson creates space for students to confront, investigate, and discuss the physical extension of a fence or wall along the border and the rhetorical construction. By reading and analyzing campaign texts (Trump2016, WeBuildTheWall, and CardsAgainstHumanityStopsTheWall), students will examine and understand how rhetoric can be used to build up and undermine an idea.

8. Instructional and Lesson Activities (ENGAGE, EXPLORE, EXPLAIN)

[This Google Slideshow](#) outlines the activities of the lesson.

Key vocabulary:

- Satire/Satirical/Satirize
- Campaign
- Juxtaposition
- Lampoon
- Parody
- Absurdity

9. EXTEND/ELABORATE: Additional Learning

Students will add their new understanding of satire to their repertoire of literary devices to analyze rhetorical situations about the border and migration. As a culminating project, students can work collaboratively to produce and publish their own crowdfunding campaign. Students can be given the choice to create a satirical campaign or a serious campaign that aims to catalyze improvement.

10. EVALUATE: Assessment

Students will be informally assessed during the guided practice activity where they work with partners. Students will be formally assessed when their exit ticket is collected and reviewed after class. The assignment can be graded out of 10 based on the following criteria:

3 pts Description of rhetorical situation (subject, audience, author, purpose, format)

2 pts Explanation of satire

11. Accommodations and Modifications

- The guided practice activity can be leveraged to support and motivate struggling students. You can pair more vocal students with more dependent learners to create a coaching dynamic where the more dependent learner is required to generate all of the responses to the questions (partner A). During this process, partner B can coach partner A through some of the questions to stimulate an original response.
- Consider altering some of the questions, or requiring students to answer fewer questions
- Please use sentence starters! Give them to everyone!
- Instead of writing a paragraph of rhetorical analysis for their exit ticket, students can create a graphic organizer of some kind.

12. College and Career Readiness (optional)

13. Additional Resources

If you'd like to spend more time discussing humor in rhetoric, I suggest watching short sketches from the show, *Key and Peele*. Students can write endlessly about the implementation of different strategies used by the comedy duo.

14. References (or Works Cited)

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Otero, Vanessa. "Media Bias Chart: Version 4.0." *Ad Fontes Media*, Ad Fontes Media, Inc., Aug. 2018, www.adfontesmedia.com/.

Regan, Margaret, 1952-. The Death of Josseline : Immigration Stories from the Arizona-Mexico Borderlands. Boston, Mass. :Beacon Press, 2010

15. Reflection

For this lesson, I wanted to experiment with integrating new media and relevant homework. Because of inequitable access to internet and technology in rural communities, many of my students struggle with media literacy and navigating new media platforms to find information. In addition, homework is not commonplace in English classes in my school district. When I've assigned it, I have not had high expectations for completion, which is probably a self-fulfilling prophecy. I wanted to change that by making the homework an essential piece to the intertextual narrative I created about border rhetoric between 2016 and 2017. My hope is that using an engaging narrative with multiple comedic pieces will excite students. Choosing texts that use satire to confront the border has led me to wonder about the ethics of satire when it's most likely created by individuals who are least impacted by new national security policy. Are these comedians trivializing the pain and suffering caused by the increased militarization of the border, which has incentivized migrants to take more treacherous routes and caused numerous deaths? I'm excited to see what my students have to say about these questions.