

## 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 6<sup>th</sup>–12<sup>th</sup>)



### Lesson Plan: Know Thyself

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**Stephanie Colquitt** is originally from Miami, Florida. She is of Dominican heritage and teaches Spanish language arts at a high school in Auburn, Alabama. She loves cooking, spending time with her family, being in the outdoors, going to group fitness classes as well as traveling. Stephanie loves the study of history and is particularly interested in the suffrage of Blacks and Latinos in the hemispheric Americas. She plans to apply her knowledge of the Chihuahuan Desert histories and narratives in her Spanish courses with hopes of providing her students with a better perspective of Hispanics in the United States and Spanish-language speakers in the world.

**Alison Kairis** is from Seattle, Washington and teaches Spanish, Leadership and AVID in Redmond, Washington. She also coaches the school swim and badminton teams. Alison loves learning and expanding her own knowledge to incorporate new ideas, activities and content into the classroom. When not working, Alison enjoys traveling, backpacking in the Pacific Northwest, reading and studying languages. She plans to apply her knowledge of the Chihuahuan Desert in all her classes to promote the understanding and study of identity, culture, migration and binationalism.

**Subject Area:** Spanish levels 1-2

**Keywords:** Identity, Stereotypes, Culture, Biculturalism, Binationalism.

**Grade Level:** 9-12      **Time Required to Complete:** roughly 9 hours - see individual lessons for time

## Instructional Objectives and Student Learning

### ACTFL

- Communication: Communicate effectively in more than one language in order to function in a variety of situation for multiple purposes (interpersonal, interpretive, presentational).
- Culture: Interact with cultural competence and understanding (relating cultural practices to perspectives, relating cultural products to perspectives).
- Connections: connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations (making connections, acquiring information, diverse perspectives).
- Comparisons: Develop insight to the nature of language and culture in order to interact with cultural competence (language comparisons, cultural comparisons).
- Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world (school and global communities, life-long learning).

### Introduction to Unit

This unit focuses on the topics of identity, stereotypes, culture and biculturalism. It is a four-part unit intended to extend throughout the semester with supplemental activities and resources in between. Throughout this unit, students will explore these themes and personalize them to make meaningful connections. Oftentimes many teachers in world language face a challenge in finding effective ways to incorporate authentic culture in their instruction while also teaching the curriculum. We want culture to be part of the process of learning a language because of the human connection it offers. In an effort to address this challenge, we have scaffolded content around the theme of culture to embrace the process of individual discovery and life-long learning.

We intentionally developed this unit in English to serve lower level Spanish courses, however, it can be adapted and taught in Spanish with additional vocabulary instruction and scaffolding. As we move through the semester, our idea is to increase the instruction in the target language and re-visit the themes.

## **PART 1: IDENTITY..... Time Required to Complete: 80 – 140 minutes**

### Lesson Context

Lesson one explores the idea of identity, setting the foundation for future lessons and activities about stereotypes, cultures and comparisons. In this lesson, the goal is to introduce the topic of identity to create an awareness of this term and for students to start thinking about their own identity. Students will interpret and process the idea of identity by personalizing the topic through the creation of a personal quote or poem.

## Lesson Guiding Questions

1. What is identity?
2. What/who has impacted my identity?

## Standards:

### ACTFL

- Communication
- Cultures
- Connections
- Comparisons

## Connections

- Language Arts, Reading, Writing, Listening, Speaking

## Materials and Resources

- Activity handouts
- Markers, colored pencils

## Lesson Activities

### 1. Personal profile/survey (20 minutes)

In this survey activity, students will answer a series of questions regarding their likes, dislikes, family, school, etc. Adjust/edit questions as needed.

1. What are you most excited about for Spanish class this year?
2. What do you hope to take away from Spanish class by the end of the year?
3. What are you most nervous or anxious about for Spanish this year?
4. What type of activities do you like doing in class? Please list as many as you can!
5. Tell me about yourself (favorite class, family, pets, friends, hobbies, sports, interests, music, movies, food, personality, etc.).
6. What are you good at? (Your answer can be specific to Spanish or in general).
7. Where do you hope to live one day?
8. Tell me about your travel experience (local, in the United States, international).
9. Describe a cultural tradition or something interesting about your culture.
10. Is there anything you want me to know?

**2. Who are you? Quadrant Activity** (10 minutes)

Students will answer a series of questions in a quadrant graphic organizer to explore the multifaceted idea of identity. (Students can answer these questions with complete sentences, bulleted lists, pictures, colors/markers, etc.)

*Who are you?*

<i>1. How do people perceive you?</i>	<i>2. How do you perceive yourself?</i>
<i>3. Who are you at your core?</i>	<i>4. What do you want others to know about you?</i>

**3. Text Analysis** (20 minutes)

In this activity, students will analyze part of a text that defines identity and they will identify personal examples. We will have a class discussion where partners share their interpretation.

Directions:

1. Read the quote and discuss with your partner.
2. Class discussion: partners share interpretations.
3. Share personal examples.

Book: “Daring to Write Contemporary Narratives by Dominican Women” Edited by Erika Martínez

Chapter: “Identidades/Identities” by Rhina P. Espaillat pg. 63

“...identity is not a thing, not a static and unchanging quality, but a process that takes place from cradle to the grave. A series of transformations, or rather a constant and gradual transformation of the intimate self of each person.”

Questions:

1. What does this quote mean?
2. What are personal examples of your identity changing over time?

**4. Assessment** (Option 1 – 30 minutes; Option 2 – 90 minutes)

In this activity students will either define identity in a quote or personalize the theme in a Biopoem.

Option 1: Students will read five examples of quotes/definitions about identity and then create their own. Students can work individually or in partners. After students create their definition, they can share in partners, groups and/or with the class.

<p><i>Quién sabe dos lenguas, vale por dos.</i> If you are bilingual you count twice.</p> <p style="text-align: right;">- Pat Mora</p>
<p><i>Soy de bajo recursos, pero no soy pobre.</i> I am low-income, but I'm not poor.</p> <p style="text-align: right;">- Antoñita, Resident of el Segundo Barrio/Duranguito, El Paso, Texas</p>
<p><i>Dime con quién andas y te diré quién eres.</i> Tell me who your Friends and and I'll tell you who you are.</p> <p style="text-align: right;">- Spanish Proverb</p>
<p><i>La identidad étnica es gemela a la identidad lingüística – soy mi lengua.</i> Ethnic Identity is twin skin to linguistic identity – I am my language.</p> <p style="text-align: right;">- Gloria Anzaldúa</p>

Option 2: Create a Biopoem that identifies key parts of your identity. Students should follow a structure when writing the biopoem (See example below and adjust structure as needed). Students can write their poem and record themselves reading it. (Optional: students can upload their poem to the class website.) To finish, the class can do a poetry reading where each student presents or students can present in partners or groups.

<b>Biopoema</b>	
<i>Un biopoema es un poema sobre ti mismo: quién eres, qué (no) te gustan, tu personalidad, tu origen y otros detalles. Sigue la siguiente estructura.</i>	
Yo Soy...	
Estructura	Ejemplo
<ol style="list-style-type: none"> <li>1. Escribe tu nombre en letras grandes</li> <li>2. Escribe "Soy" y tres adjetivos</li> <li>3. Escribe "Soy <u>el hijo/la hija de:</u>" y los nombres de tus padres:</li> <li>4. Escribe "Me gustan:" y 3 cosas que te gustan:</li> <li>5. Escribe "Me siento:" y 2 emociones que te sientes:</li> <li>6. Escribe "Necesito:" y 3 cosas que necesitas:</li> <li>7. Escribe "Quiero:" y 3 cosas que quieres en el futuro:</li> <li>8. Escribe "Vivo:" y escribe tu ciudad/ estado</li> <li>9. Escribe "Soy de:" y de dónde eres</li> <li>10. Escribe tu apellido en letras grandes:</li> </ol>	<p><b>LUCÍA LEILANI</b></p> <p><i>Soy inteligente, trabajadora y cariñosa</i></p> <p><i>Soy hija de Esteban y Diana</i></p> <p><i>Me gustan los videos de comedia, correr por la mañana y comer</i></p> <p><i>Me siento orgullosa y humilde</i></p> <p><i>Necesito aprender, gozar y bailar</i></p> <p><i>Quiero viajar por el mundo, explorar diferentes idiomas y conocer otras culturas</i></p> <p><i>Vivo en El Paso, Tejas</i></p> <p><i>Soy de Medellín, Colombia.</i></p> <p><b>DE LOS SANTOS TOLEDANO</b></p>

## **PART 2: STEREOTYPES..... Time Required to Complete: 180 minutes**

### **Lesson Context**

Lesson two explores the idea of stereotypes and the connection between stereotypes and identity. Students will learn about stereotypes, identify and discuss personal stereotypes and analyze stereotypes in the target culture.

### **Lesson Guiding Questions**

1. What are stereotypes?
2. How do stereotypes impact identity formation?
3. How do I (begin to) define my personal and collective identity?

### **Standards:**

#### ACTFL

- Communication
- Cultures
- Connections
- Comparisons

### **Connections**

- Language Arts, Reading, Writing, Listening, Speaking
- Music

### **Materials and Resources**

- Activity handouts
- Whiteboards or poster paper
- Markers and/or whiteboard markers
- Camera
- Ted Talk

### **Lesson Activities**

#### **1. Introduction to stereotypes (15 minutes)**

In this activity, students will refer to their “Who are you?” quadrant from Part 1 and identify any connections between quadrants 1 and 4. Transition to and introduce stereotypes.

In this activity, students will explore stereotypes and how stereotypes connect to and impact personal identity.

Answer the following questions (partners, class share out):

1. What is a stereotype?
2. What creates stereotypes?
3. Can you identify any stereotypes others may have about you from the *Who are you?* Quadrant activity?
4. How do you confront stereotypes?

## 2. Ted Talk -“The Danger of a Single Story” by Chimamanda Adichie (40 minutes)

In this activity, students will watch a Ted Talk and discuss stereotypes. First, introduce the questions and ask students to brainstorm answers prior to watching the Ted Talk. Then, show the Ted Talk and have students answer the questions with specific examples. Discuss questions as a class.

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

And answer guiding questions:

1. What does “single story” mean?
2. What single story comes to mind for you? Examples of single stories:
3. What is the danger of a single story?
4. What’s the relationship between power and stories?
5. Chimamanda refers to a “balance of stories”. What is that?
6. “When we reject a single story, we regain a kind of paradise.” What does that mean?
7. What is your single story? What misconception(s) do you have about others or do others have about you?

## 3. Song: “Dominicano soy” by Redimi2 (60 minutes)

<https://www.youtube.com/watch?v=u58ttVGWogw>

In this activity, students will listen to a song that tackles the contradiction between identity formation and stereotypes as a byproduct of identity. The song is performed by a Dominican singer/rapper who shares his personal story about his personal identity, cultural identity and stereotypes. The song also includes historical references (people, places, events).

Directions:

1. Play song and ask students to write down any words they understand; share emotional response to the lyrics and tone of the song with your partner.
2. Play song again and ask students to fill out lyrics in cloze activity; partners can share and work together.
3. Listen to the song and review the answers.
4. True/False activity with song lyrics.

## Song lyrics with cloze activity and footnotes:

-Primero, escucha la canción y escribe las palabras que reconozcas. Después, con tu compañero comparte tu reacción sobre el tono de música y el tono de la acción. Por último, escucha la canción otra vez y rellena los espacios en blanco del banco de palabras.

playa	orgullo	patria	el pobre	caribe	ausentes
tierra	crecí	trabajador	mente	dicho	sobrevivir dominicanos
diferencia	somos	independencia	vivo	sonrisa	ayuda bella
dice	fue	nosotros	mezcla	injusta	conozcas

"Dominicano Soy" por Redimi2 –Actividad CLOZE

No hay \_\_\_\_\_ tan hermosa como la mía (1)  
 Mi bandera tiene una peculiaridad  
 Un escudo que me \_\_\_\_\_ la verdad con claridad escudo= emblem  
 Juramentada por una secreta sociedad,  
 Bajo el emblema de Dios, \_\_\_\_\_ & libertad  
 Quisqueya<sup>1</sup> la bella es la tierra que le exhibe un hermoso  
 Paraíso ubicado en el \_\_\_\_\_  
 Desde allí se escribe la historia de este paisano paisano= countrymen  
 Humildemente \_\_\_\_\_ de ser dominicano.

Nací y \_\_\_\_\_ en un barrio capitaléño capitaléño= de la Santo Domingo (la capital) (10)  
 Y aprendí a vivir según mi cultura desde pequeño  
 Lo mismo \_\_\_\_\_ y algún desempeño, desempeño= perform  
 Pero viviendo sin propósito y sin sueños  
 Esclavo de un sistema y su \_\_\_\_\_ balanza  
 Que te enseña que para \_\_\_\_\_ no existe esperanza  
 Pero \_\_\_\_\_ pura ignorancia que murió desde aquel día  
 En que hice caso a la palabra que el escudo me decía  
 Conoceréis<sup>2</sup> la verdad y ella os hará libre  
 Más libre que la libertad del día de \_\_\_\_\_  
 Y esa verdad fue la que me hizo indetenible indetenible= unstoppable  
 Con una nueva \_\_\_\_\_ y una nueva conciencia

(Coro)  
 Dominicano (22)  
 Soy de Quisqueya la tierra bella  
 Tierra de Dios, Duarte, Sánchez & Mella<sup>3</sup>  
 Dominicano  
 Yo soy el sueño dominicano el  
 Verdadero ejemplo de ser libre y soberano soberano= sovereign →free  
 Dominicano  
 Alza tus manos dominicano  
 Y descubre tu propósito mi hermano

<sup>1</sup> Quisqueya= Taíno for "Mother of All Lands"

<sup>2</sup> Although the "Vosotros" form is not used in the D.R. the usage captures the Spanish origin found in the singer's identity.

<sup>3</sup> The three founding fathers of the nation.

Dominicano soy  
 Qué bueno que soy de aquí  
 Por voluntad de Dios  
 Que bueno que soy Dominicano

\_\_\_\_\_ de la creación divina raza negra, blanca, taína<sup>4</sup> (35)  
 Somos un sancocho<sup>5</sup> de lucha con esperanza, lucha con esperanza= fighting w/ hope  
 Un pueblo \_\_\_\_\_ que con paciencia avanza  
 La gente más alegre del mundo que he conocido  
 Se encuentran en la tierra \_\_\_\_\_ donde yo he nacido  
 Gente especial que ama y que trata con respeto  
 Que \_\_\_\_\_, que sirve y que se entrega por completo

No se que te han cantado de mi tierra y de mi gente (42)  
 No se que te han \_\_\_\_\_ a ti del Dominicano  
 Te invito a que visites mi cuna personalmente cuna= crib/place of origin  
 Y \_\_\_\_\_ el humilde corazón del Quisqueyano  
 La amabilidad, el cariño y la cortesía  
 Una \_\_\_\_\_ que te contagiará de alegría  
 El abrazo, la disposición, la atención  
 Así es el \_\_\_\_\_ de corazón  
 No somos perfectos ni mejores que otros  
 Pero cuando usamos la gracia que Dios puso en \_\_\_\_\_  
 Le dejamos ver al mundo nuestra cara más bella  
 QUÉ DIOS BENDIGA MI QUISQUEYA MAN  
 (Coro)

Mis dominicanos \_\_\_\_\_ levanten esas manos cuando escuchen este tema (54)  
 Mis dominicanos presente levanten esas manos cuando escuchen este tema

Y que el emblema del escudo se haga \_\_\_\_\_ en nuestra sociedad (56)  
 Primero Dios, luego patria & libertad  
 Qué conozcamos esa verdad que es infalible,  
 Inconfundible las que nos hace libre  
 Para que el mundo vea quienes \_\_\_\_\_ en él  
 Y si tenemos algo de especial es gracia a él  
 La \_\_\_\_\_ no la hace el lugar donde nacimos  
 Más que peloteros  
 Más que bachateros  
 Más que merengeros  
 Somos mas que \_\_\_\_\_ y montaña  
 Somos una nación bajo la Gracia Divina del Rey de Sion  
 (Coro)

<sup>4</sup> The native/indigenous inhabitants of Hispaniola.

<sup>5</sup> Sancocho is a traditional soup with a variety of ingredients including meats, vegetables, broth, herbs and spices.

## Discussion questions:

1. Can you relate to this song? How?
2. How does this song connect to identity and stereotypes?
3. What is the relationship between culture and identity?
4. Can you think of a song (or other medium: movie, T.V. show, play, etc.) that tries to capture your cultural identity?

## True/False Questions:

1. El cantante es cubano. **V F**
2. El escudo dice mentiras. **V F**
3. El emblema de la bandera es: dios, patria y libertad. **V F**
4. Quisqueya está en Sudamérica. **V F**
5. El cantante rechaza su cultura. **V F**
6. Los padres de la patria son Duarte, Sanchez y Meilla. **V F**
7. Los dominicanos son de raza negra, blanca y taína. **V F**
8. El cantante piensa que los dominicanos son la gente más triste del mundo. **V F**
9. Para no crear estereotipos, el artista quiere que tú visites la isla. **V F**
10. Hay más que turismo y talento en la isla. **V F**

#### 4. Whiteboard Activity Assessment (45 minutes)

In this activity, students will challenge a stereotype that they feel or see.

On a small whiteboard or piece of paper, students will acknowledge a stereotype and that they defy. After students write the stereotype and take a picture, the class can:

- Create a class collage of stereotype images.
- Share in partners or groups.
- Present to the class.
- Write a reflection about the stereotype and how it connects to them.

Example:



**PART 3: WHAT IS CULTURE?: A HOLISTIC OVERVIEW..... Time Required to Complete: 115 minutes**

**Lesson Context**

Lesson three explores the idea of culture, students’ culture, and how culture impacts identity. Students will start off by analyzing their personal and family values and conclude the phase by reflecting on their own culture.

**Lesson Guiding Questions**

1. What is culture?
2. How is culture understood?
3. How do I identify and define my cultural identity?

**Standards:**

ACTFL

- Communication, Cultures, Connections, Comparisons

**Connections**

- Language Arts, Reading, Writing, Listening, Speaking
- Art

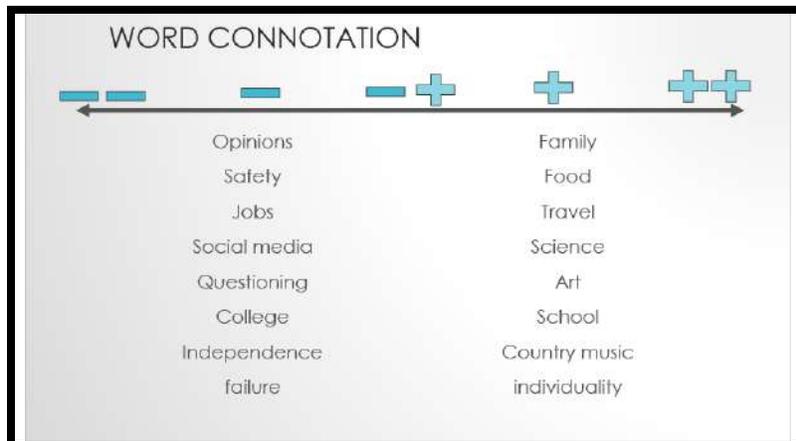
**Materials and Resources**

- Activity handouts
- Poster paper
- Magazines, newspapers, glue/tape (or digital resources)
- PowerPoint

**Lesson Activities**

**1. Activity Introduction: Word Connotation (10 minutes)**

In this activity students will analyze a list of words and write them on a scale from negative to positive. All the words listed represent different areas of the Cultural Iceberg (surface culture vs. deep culture).



**2. Values Continuum (10 minutes)**

To build off the first activity, students will analyze their own personal and family values on a continuum.

Activity Directions:

1. Review vocabulary words to make sure students understand meaning.
2. Students complete the continuum.
3. In partners, compare answers and discuss similarities/differences.
4. As a class, complete the continuum. The teacher moves down the continuum and students volunteer to say stop where they drew their tick mark and the teacher makes a mark. There will be many marks along the continuum based on student answers.

**Cultural Values:** Looking at this list of values, draw a tick mark ( **I** ) closest to the beliefs that you and your family value.

*Cautiousness.....Risk-taking*

*Interdependence..... Independence*

*Family Obligations ..... Personal fulfillment*

*Loyalty ..... Individuality*

*Connectedness ..... Autonomy*

*Respect for traditions ..... Modernity*

*Compliance .....Inquisitiveness*

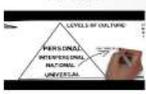
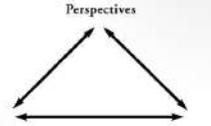
*Family hierarchy ..... Familial equality*

**3. Culture (20 minutes)**

In this activity, students will learn about what culture is and deep culture vs. surface culture.

Directions:

1. Brainstorm: What is culture?
2. Watch You-Tube video about culture and discuss.  
<https://www.youtube.com/watch?v=Me2HITQPS40&feature=youtu.be>
3. Have students brainstorm the difference between deep culture and surface culture.
4. Introduce cultural iceberg – What is the difference between deep culture and surface culture?

<p><b>BRAINSTORM: WHAT IS CULTURE?</b></p> <p>You-Tube:</p> 	<p><b>SURFACE CULTURE VS. DEEP CULTURE</b></p> <p>WHAT DO YOU THINK THIS MEANS?</p> <p><b>SURFACE CULTURE</b>      <b>DEEP CULTURE</b></p>	<p><b>The Cultural Iceberg</b></p> 	<p>Meanings, attitudes, ideas, values:</p> <p><b>Perspectives</b></p>  <p><b>Practices</b> Patterns of social interactions</p> <p><b>Products</b> Tangible items: books, tools, food, laws</p>
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**5. Examples of culture (15 minutes)**

In this activity, students will look at a variety of quotes and images and do a cultural analysis. Students will determine if the quote or image represents deep culture or surface culture and then if it's a product, practice or perspective. Optional: groups switch quotes/images to analyze. After groups analyze quote/image students can tape the card next to an appropriate spot on the iceberg (displayed on the board).

"The Baroque World of Fernando Botero"  
 October 19, 2008 - January 11, 2009  
 (Surface Level- Art; Deep Level-Beauty)



"La Carreta" - Costa Rica  
 (Surface Level- Art, Coffee; Deep Level-Agriculture and work ethic)



Spain- "Real Madrid vs. Barcelona"  
 (Surface Level- Sports; Deep Level-National Rivalry, Regional Differences)



Peru- "Machu Picchu" (Surface Level- Architecture, History; Deep Level-Relevance of the Past)



Sancocho  
 (Surface Level- Food; Deep Level- History: roots and origin of the people across the entire continent)



Children in School- Guatemala  
 (Surface Level- Education System; Deep Level-Class Structure)



"La cultura es mucho más que una lengua; y es erróneo basar esa identidad cultural y autónoma en una separación frontal..."  
 Adolfo Suarez

*"Culture is much more than a language; and it is wrong to base one's cultural identity and autonomy separately..."Adolfo Suarez*

"La preservación de la cultura propia no requiere el desprecio o la falta de respeto hacia otra cultura."  
 –Cesar Chavez

"Preservation of one's own culture does not require contempt or disrespect for other culture." -Cesar Chavez

**6. Assessment (45-60 minutes)**

In this activity, students will refer back to essential question #3: *How do I identify and define my cultural identity?* To answer this question, students will create a visual representation of their cultural identity using images, quotes and any other relevant objects or materials. Students can present in partners, small groups, or to the entire class.

**PART 4: TWO WORLDS..... Time Required to Complete: 120 minutes**

**Lesson Context**

This lesson encourages students to compare and contrast their different worlds.

**Lesson Guiding Questions**

- 1. What are the layers to my cultural identity?
- 2. What are the push/pull factors of my cultural identity?
- 3. What does my culture have in common with other cultures?

**Standards:**

ACTFL

- Communication
- Cultures
- Connections
- Comparisons
- Communities

**Connections**

- Language Arts, Reading, Writing, Listening, Speaking
- History
- Geography

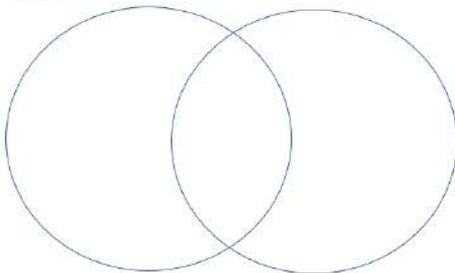
**Materials and Resources**

- You-tube
- PowerPoint
- Pat Mora Poem

**Lesson Activities**

**1. Two Worlds Brainstorm (10 minutes)**

In this activity, students will analyze and compare two worlds that they live in. This brainstorm can take the form of a free-write or Venn Diagram.

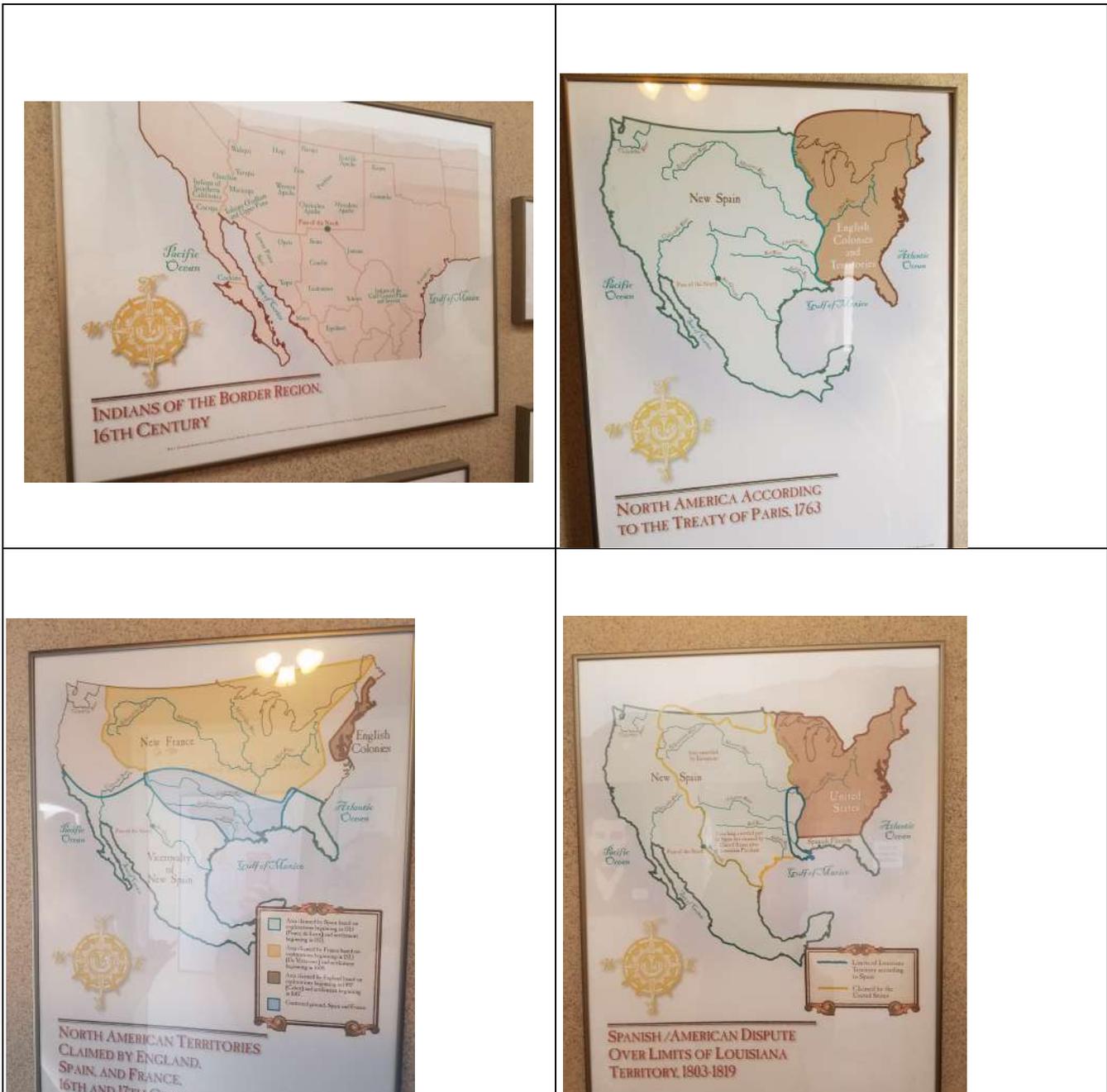
<p><b>Two Worlds</b></p> <p><u>Brainstorm:</u> Describe two worlds you live in. <u>Format:</u> Free-write (pg. 1) or Venn Diagram (pg. 2).</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Two Worlds</b></p> 
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## 2. "Selena" Clip (15 minutes)

In this activity, students will watch a clip from the movie "Selena" and identify the two worlds she lives in. Then, students will share their own two worlds from the brainstorm. <https://youtu.be/UZ5Yhwzz80>

## 3. Maps & History (10 minutes)

In this activity, we will explore the two worlds that are referred to in the Selena clip and in the following poetry activity through analyzing maps of the U.S.-Mexico border history.



#### 4. “Two Worlds” by Pat Mora (30 minutes)

In this activity, students will read and analyze a poem about living in two worlds.

Directions:

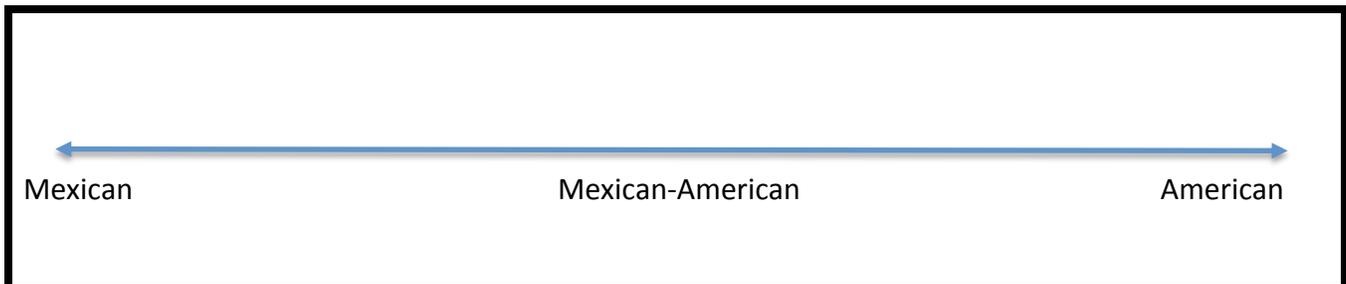
1. Introduce biographical information about Pat Mora
2. Teacher reads poem to the class and students follow along.
3. Analyze the first chunk (lines 1-8) as a class.
4. Partners analyze 2<sup>nd</sup> chunk (lines 9-15) and 3<sup>rd</sup> chunk (lines 16-22).
5. Partners answer questions.
6. Re-read poem as a class, analyze, and answer questions.

Poem Analysis Questions:

1. Paraphrase in your own words.
2. What is being compared?
3. Is there any reference, idea or vocabulary that you don’t understand?

#### 5. Bilateral Line (5 minutes)

In this follow-up activity, students will analyze the poem according to a bilateral line (mentioned at the end of the poem). Students should use text-based evidence and examples to fill out examples from the poem on the line.



#### 6. Assessment: Create your own “Two Worlds” Poem (60 minutes)

In this activity, students will create their own poem to tell a story about two worlds that they live in.

Directions:

1. Introduce assignment and requirements.
2. Model example poem.
3. Draft/write poem.
4. Optional: students peer-edit.
5. Share poems in partners, in small groups, or in a class poetry reading.

Assignment options and extensions:

- Have students include an image with their poem.

- An alternative to a writing assignment would be for students to use images (photos, drawings, etc.) with key words to tell their story of two worlds.
- Have students record them reading their poem and upload it to a class website.

The poem requirements are simple and broad in order to give students flexibility in telling their story:

- ✓ Title
- ✓ Minimum 10 lines
- ✓ Compare and contrast two worlds that you live in

Pat Mora: "Two Worlds"	"Two Worlds" Example poem by S.D. Colquitt
<p><b>(1)</b> Bi-lingual, Bi-cultural able to slip from "How's life" to "<i>M'estan volviendo loca,</i>" able to sit in a paneled office</p> <p><b>(5)</b> drafting memos in smooth English, able to order in fluent Spanish at a Mexican restaurant, American but hyphenated, viewed by anglos as perhaps exotic,</p> <p><b>(10)</b> perhaps inferior, definitely different, viewed by Mexican as alien (their eyes say, "You may speak Spanish but you're not like me") an American to Mexicans</p> <p><b>(15)</b> a Mexican to Americans a handy token sliding back and forth between the fringes of both worlds by smiling by masking the discomfort of being pre-judged</p> <p><b>(22)</b> Bi-laterally.</p> <p><i>Line 3: They are driving me crazy</i></p>	<p><b>(1)</b> Bi-lingual, Bi-cultural able to be open, charismatic, and loud while having to use my inside voice as I respect others' personal space</p> <p><b>(5)</b> able to kiss, hug, intimately greet as well as nod when they say "How's it goin" as they walk away, able to sing my heart out in Spanish</p> <p><b>(10)</b> surrounded by friends and strangers alike, Dominican-Haitian-American one of three intricate parts, some days one of the thirds overpower the two others</p> <p><b>(15)</b> quickly reminded that one can't stand on its own perceived by <i>estadounidenses</i> as one that slowly but surely is climbing the ladder of success, assimilation, viewed by Latinos as a <i>morena</i></p> <p><b>(20)</b> that's losing her flavor between the chasm that joins and splits my two domains by resisting to conform</p> <p><b>(25)</b> as I debunk preconceived notions,</p>

	<p>discover, grow, and explore embracing all parts with <i>dignidad, certeza y orgullo</i> Afro-Latina that spreads and evolves in one world, two worlds, all depending on the context.</p> <p><i>Line 16: An American</i> <i>Line 19: Black/Brown girl</i> <i>Line 28: Dignity, certainty, pride</i></p>
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### Lesson 4-Optional Activity

In this activity, students will watch the movie *Selena*. Then, they will be asked to make a cultural observation and analysis as they draw connections, similarities and differences of Selena’s life to their own.

#### Guiding Questions:

1. Who was Selena?
2. Where was she from?
3. Where was her family from?
4. What is her cultural heritage?
5. What are some family practices that are similar to things you and your family do?
6. What are some differences?
7. How are you and Selena alike?
8. How are you different?

### EVALUATE:

Assessments are included in each part of the unit. An optional additional summative assessment would be to ask students to conduct a mini-oral history project. They will have to interview 2 adults/family members to learn more about their family’s history, traditions, cultural values, migration pattern, etc.

- 1- With a partner, students will formulate 5 questions to guide their interview.
- 2- Once their questions have been formulated they will practice the interview process as they interview a different classmate. (The interview will be recorded on an electronic device)
- 3- The students will have two options: a) with the information gathered, and the activities done throughout the unit, students will tell their own personal story. They will take into consideration their personal and collective identity, their culture, their family’s background, etc.); b) if students choose not to share their personal story, they can tell the story of one of their interviewees.
- 4- As final task, students will turn in a portfolio including: 1-Personal Picture Collage; 2-A *Two World* poem; and 3- Short Essay: Identity and Culture (based on the oral interview).

## Accommodations and Modifications

Accommodations, modifications, extensions and options are included in specific parts of the unit, and some additional accommodations and modifications to consider are as follows:

1. Provide hard and electronic copies of materials for students to access during the lesson.
2. Pre-teach any necessary material or content.
3. Include images to supplement text and worksheets.
4. Offer student choice for how to complete the assignments.

## Reflection

Collaborating on this unit plan throughout the summer institute allowed us to explore the topics and themes more in depth as we figured out how to implement our learning into our own classrooms. We feel it is our responsibility to incorporate the information and stories in our curriculum to share with our students and colleagues. While this unit plan is an outline or brainstorm of what we hope to do in our respective classes, it is a living document that we will continue to revise and supplement as we teach the unit.

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