

National Endowment for the Humanities Summer Institute

“The Immigrant Experience in California through Literature & Theatre”

San José State University - Summer 2022

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Topic/Theme	The Mexican immigration experience in media and literature. How does literature challenge our notions of the immigrant experience? In particular, how does fiction add to informational texts to increase our depth of understanding and compassion? This is part of a larger unit on the hero’s journey.
Institute Text Inspiration	“ The Border ” from Roxanne Dunbar-Ortiz, <i>Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion</i> (2021). Francisco Jiménez, <i>The Circuit: Stories from the Life of a Migrant Child</i> (Albuquerque: University of New Mexico Press, 1997).
Student Grade Level	11-12th grade
Lesson Plan Length	Unit–2 weeks
Unit Overview	<p>In this unit, we will access what we already know about Joseph Campbell’s monomyth and apply our understanding of these patterns to texts that represent the movement of immigrants from one place to the next.</p> <p>Primary reading: <i>Signs Preceding the End of the World</i> by Yuri Herrera. Joseph Campbell's The Hero's Journey</p> <p>Supplemental texts: “The Border” from Roxanne Dunbar-Ortiz, <i>Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion</i> (2021). Francisco Jiménez, <i>The Circuit: Stories from the Life of a Migrant Child</i> (Albuquerque: University of New Mexico Press, 1997). Visual: Borderland--NPR photos Journalism: NYT The Truth About Immigration</p>
Essential Questions & Skills	What is the traditional perception of a hero? What do we know about the classical portrayal of a hero and the hero’s journey? What are our preconceived notions of Mexican immigration? How

Name | Grade Level

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	<p>are immigrants portrayed in media and culture? What does it mean to cross a border? What are the impacts of crossing? What are the borders in our everyday lives? What borders/journeys exist in the lives of our families?</p>
<p>Key Student Learning Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop a historical context of the US/Mexico border. ● Apply their knowledge and understanding of traditional narrative structures to contemporary fiction and non-fiction texts ● Explore the narratives and mythologies of borders, journeys, and migration.
<p>Sequence of Key Learning Activities</p>	<ul style="list-style-type: none"> ● Background reading on the history of Mexican immigration ● Pair share poetry reading: "The Border: A Double Sonnet" and "Home" ● Whole class text: "The Circuit" excerpt ● Whole class text: <i>Signs Preceding the End of the World</i>
<p>Texts and Materials Used</p>	<p><i>Signs Preceding the End of the World</i> by Yuri Herrera "The Border" by Roxanne Dunbar-Ortiz The Circuit by Francisco Jimenez (excerpted) The Border: A Double Sonnet by Alberto Rios "Home" by Warsan Shire Joseph Campbell's The Hero's Journey</p> <p>Optional Texts: Visual: Borderland--NPR photos Journalism: NYT The Truth About Immigration Film: Tigers Are Not Afraid Film: Sin Nobre</p>
<p>Assessments</p>	<ul style="list-style-type: none"> ● Family interviews using Undesirable Elements protocols ● Found poetry using informational texts ● Re-enactment of scenes from “The Circuit” or other texts ● The creation of tableaux using poetry as inspiration ● Formal written or video essays on <i>Signs Preceding the End of the World</i> and one choice text