Outside In
Chicago Winter

Crossing Borders | The Intersection of Culture and Language

Date: Wednesday, March 10, 4-6pm

Essential Questions:

- How do we open spaces for all our students to be represented? How do we open spaces for their voices?
- How do we create spaces in classrooms that empower and give voice to all our students?
- What benefits does this opening of translanguaging space create?

Core Text: *Bilingual Blues* by Gustavo Pere Firmat

Time/Facilitator	Activities	Supplies/Tech
4:00- 4:10 Jon	**Bienvenidxs** - Big ideas - Mole metaphor	
4:10 - 4:20 Yesenia Marimar	**Soy un mole de contradicciones: compartimos** - Traemos de regreso el poema: Flor lee el poema **Compartir otra vez el link** - Slide de contradicciones: Yesenia presenta las imágenes: contradictions make good ajiacos **(3 minutos)** - Retomamos nuestras listas de contradicciones y mixed feelings de la sesión pasada: toma 2 minutos para revisitar tu lista, agregar cosas si quieres. Be prepared to share 3 things about what makes you like an ajiaco, a mole. - Let's blow up the chat: comparte por lo menos 3 contradicciones. Una vez que compartas lee lo que pusieron tus compañerxs - If time, you can unmute and give shoutouts	Share Bilingual Blues
4:20 -4:50 Marimar	**Soy un mole/ajiaco the contradicciones: Escribimos** - From your list, write sentences to express your contradictions and mixed feelings. Remember to share what you want to share.	Breakout rooms 3 people 6 minutos en total

Habla
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	Soy un mole de contradicciones I have mixed feeling about everything Soy _____ y _____ I am _____ and _____ Tengo _____ y _____ I have _____ and _____ Quiero _____ y _____ I want _____ and _____ Digo _____ y _____ I say _____ and _____ - If you wish, take words from the poem. - Use the languages you need and want to use. - No hay mínimo ni máximo de líneas, escribe. Para, léelo en voz alta, cambia, añade, vuelve a leer en voz alta, y así sigue. - Share examples, notice how we use sentences from the Bilingual Blues to start the paragraph, notice how rules are broken, the poem just keeps changing. - We write for 10 minutes in the main room. - Mute your mic. Read it aloud, play with the words, the stress of the vowels. Feel how it sounds, make changes if you need it. - Breakout room, to share - If there is time, talk about what was interesting to you in your compañerxs poems.	
4:50 - 5:00	Break - Gather the paper or material for your collage.	
5:00 - 5: 50 Tom y Cynthia	**Ajiaco Collage** Goals: - To work with our Mind Maps and Bilingual Blues poems and create a collage that visually represents the main ideas in our poems that **live in two worlds**. - Create a collage that represents how we are an ajiaco / mole of contradictions, complejidades, of mixed feelings. - Use your poem that expresses your contradictions and mixed feelings as an inspiration for your collage. Soy ……. Y …….. Tengo ……. Y ……. Quiero …… y …….	Visual Example: Contracting collages and text collages Latin american collage article

	Ajiaco Collage Making Process: 1. Read through your bilingual blues poem and circle main ideas and words that speak to contradictions and complexity. 2. Create a collage design that represents complexity by using one or more **pairs of visual elements:** ● Negative and Positive Shape ● Contrasting colors ● Patterned and Plain backgrounds ● Geometric and Organic lines 3. Glue down your background papers first, then layer the words, images, text on top of these papers. 4. Refine your collages by focusing on how can our artwork best represent the main ideas of our poem?	
5:50 Marimar Jon	Performance Final reflection - I can open translanguaging spaces to my students by _____. - I can make my student's stories more visible by _____. - 5 minutos para escribir - Menti - Evaluación	Music: selena instrumental