

Curriculum Title: Borderlands Wildlife Stories

Time: 120 minutes Ages/Group: 5-8 Lesson Number: One Medium: Found Object Puppet and Stage

GOALS/OBJECTIVES	Students will learn about environmental challenges on the US-Mexico Borderlands including the effects of the border wall on local wildlife and habits. Students will make found-object marionette puppets.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about disruptions in wildlife habitats by the US-Mexico border structures and policy along with the wildlife found there. Students will explore and evaluate their own beliefs about environmental degradation/justice. Students will create their own solutions to issues animals face on the border and will build their own found object puppets and theatre backdrops.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check-in with their favorite animal. Students will act out the animal and the rest of class will get three guesses to say what it is.	5 min
<u>Warm-Up/Introductory Activity:</u> Exploding Atom Activity: Students will take sides on environmental issues by agreeing with or disagreeing with statements. Students will explode from the group if they agree or stay put if they do not agree: Examples of questions: 1) Humans are the biggest cause of environmental problems. 2) It's important to take care of our environment. 3) If I litter someone else will clean it up for me. 4) I can make a difference in environmental justice issues in Latin American. 5) I can make a difference in environmental justice in Austin. 6) My community does not have any environmental justice issues. 7) Borders are natural.	10 min

<p><u>Core Activity:</u></p> <p>1. Class discussion about Borders</p> <ul style="list-style-type: none"> • What is a border? • Are they natural? • Why do countries have borders? <p>2. Read or watch <i>Pancho Rabbit and Coyote</i> by Duncan Donatiuh. This is a book available online by Austin Public library. It is Here is the link to a YouTube video of a Kerri Valencia reading the book as well: https://www.youtube.com/watch?v=E6Qof2cWk2M</p> <p>3. Review attached picture guide to introduce students to the animals of the US-Mexico Borderlands. Talk with students about potential dangers for each animal that lives in this environment. See preparation resources links below to learn about these issues in order to lead discussion.</p> <p>4. Students will create a paper design of an animal or human that that represents one of the environmental issues they learned about in today's lesson.</p> <p>5. Students will turn their design into a found object marionette puppet—different styles can be used based on students' abilities.</p> <p>Collage Animal Marionette Paper/Packing Material Marionette</p>	<p>5</p> <p>10</p> <p>10</p> <p>10</p> <p>60</p>
<p>See a video from Teaching Artist Cassie Smith about making puppets out of found objects here:</p> <p>6. Students will create a simple cardboard stage for their puppet to perform on. Students will use their knowledge of the borderlands habitats to create a found object background. See a video from Teaching Artist Cassie Smith about making a puppet stage out of found objects here:</p> <p><u>Discussion Questions:</u> What are some of the challenges/dangers that animals face in their natural habitats? What are some challenges that humans create for animals in their habitat?</p> <p><u>Vocabulary:</u> environmental degradation, endangered animals, environmental justice, US-Mexico Borderlands, Mexican Milk Snake, Ocelote, Collared Peccary, Jaguarundi, Chachalaca, Barred Tiger Salamander, Rio Grande Chirping Frog, Texas Earless Lizard, Plains Blind Snake, Texas Horned Lizard, Mountain Lion, Yellow Bat</p>	<p>45</p>

<u>Check-Out/Closing Ritual:</u> Students will get a pass out of the room by saying one thing they learned during the course.	5
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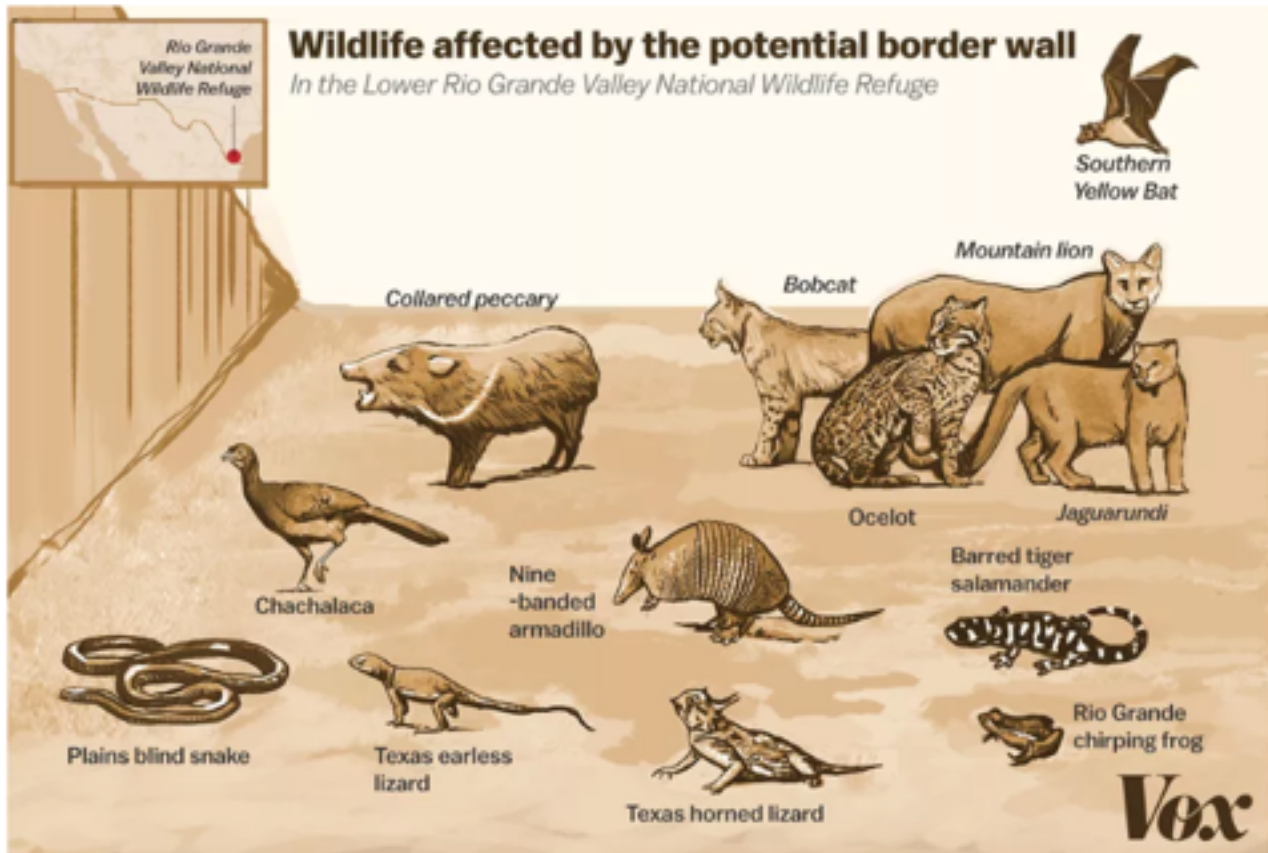
PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time</u> (Note Found objects may vary in availability but students can use whatever you and they can find to make these puppets.) <i>Packing envelopes, wire, string, masking tape, paper towel or toilet paper roles, waxy string, beads, buttons, tissue paper, computer, other recycled materials and art supplies as available, projector/TV, wire cutters, sample marionettes, pipe cleaners, map, straws, popsicle sticks, fabric squares for clothes, glue, tape, scissors.</i></p>	<p><u>Challenges/Successes/Notes for Coordinator</u></p>
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References

Supplemental Materials



If you have extra time, here is a handout for students to learn about the Mexican Milk Snake path at the Emma S. Barrientos Mexican American Cultural Center and artist, Benito Huerta through coloring and activity sheet.