

# Under the Same Moon – La Misma Luna - film lesson

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Target Audience: High School, Grades 9-12

## RELATED CONTENT AREAS

Spanish, Social Studies, Film studies, Immigration

## INSTRUCTIONS

### Overview

Students will research immigration reform, watch the film Under the Same Moon, have an oral debate, and write a persuasive essay to facilitate their cultural understanding of immigration and immigration reform.

### Objectives

#### MID-INTERMEDIATE RANGE

##### *Presentational writing*

I can write a brief summary about the plot of a movie.

I can present reasons for or against a position on a political social issue.

I can present in detail the plot, setting, and characters of a film.

I can understand postings in blogs on familiar topics.

I can post an entry to a blog or a discussion forum.

##### *Intercultural competence*

I can understand the main idea of a movie

#### ADVANCED

##### *Presentational writing*

I can write a position paper on an issue I have researched that's related to my field of study.

I can discuss current issues such as immigration.

### Materials

Worksheets ( below)  
Film Under the Same Moon

<b>Time</b>	One and a half to two weeks	<b>Vocabulary</b>	Inmigración / Coyote / La frontera/La migra/casarse con/Ciudadano/arrestar/nacer/aprovechase de/pesticida /darse cuenta de/multa /peligroso/invernadero/ esconderse/indocumentado /electrodomésticos /imbécil/ barato /una grúa /turista/ Llegar a ser/mano de obra/cruzar/ahogarse/la migra/alrededores
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## PROCEDURE

1. To activate background knowledge, students will look at the poster of the movie and the cast so they start thinking about what the movie is going to be about. This can be done the day before the movie is presented. <http://www.cidinet.eu/films/gallery/799>
2. Using google images, the teacher will show pictures of the actors in the cast. If there are any Spanish speakers in the classroom, the students will be able to recognize some of the actors because they have been in popular Hispanic TV shows, movies, magazines, etc. It will help the students get interested in the movie and at the same time, the students will be able to compare and contrast the role of the actors in the movie and other movies and shows.
3. Students should research in Spanish (for heritage Speakers) or in English (for English speakers) immigration reform. It will help the students better understand the movie and create future questions.
4. During the movie, students will write down the words that they don't know and find out the meanings at the end of the class period or at home. The goal is that while they are viewing the movie, they are increasing their vocabulary. It will be helpful to hold discussions in Spanish with the teacher's help. If the students don't know certain vocabulary, the teacher can provide them so the students can create their own responses and ideas.

New Vocabulary word	Meaning

Some examples of other vocabulary that can be introduced as well are:

Inmigración / Coyote / La frontera/La migra/casarse con/Ciudadano/arrestar/nacer/aprovechase de/pesticida /darse cuenta de/multa /peligroso/invernadero/ esconderse/indocumentado /electrodomésticos /imbécil/ barato /una grúa /turista/ Llegar a ser/mano de obra/cruzar/ahogarse/la migra/alrededores

5. Collect information while viewing (see worksheet below)

6. Ten minutes before each class period ends, the teacher should stop the movie and hold a discussion about the new vocabulary each student wants to know and think about five questions they have about the part they watched on that day that is related to what they read research. In my lesson plan, I have included three Spanish articles that talk about the topic (immigration) if you want to provide them to the students.
7. As homework, the students need to post those five questions (in Spanish) in the teacher's blog. One of the questions can be a yes/ no question and the other four need to be information questions or analysis questions. The teacher will edit the grammar and eliminate the repeated questions before publishing them. Each student will respond to 5 other questions in Spanish in the blog. The next day, students will participate in a discussion of the questions they posted and an oral participation grade will be given (15 points) based on their performance. Having the students to respond first on the blog will motivate the students to participate the following day. The teacher will repeat the same process until the movie ends.
8. At the end, students will write:

#### **Movie Review Assignment – In class**

- a- It must include the following information: name of movie, type of movie, director, actors, movie summary, critique of movie (tell what you think of the movie), movie rating (out of 5 stars). Students should be creative so they can show their thoughts about the movie. The teacher will read and point out grammatical errors, then the student will correct it and turn it in for a final grade (70 points).

The guidelines and tips for writing a good film review were taken from:

<http://www.freebokezz.com/pdf/16302674232/>

## EVALUATION

Oral debate- 20 points

Students have a quiz over the content of **immigration reform readings in Spanish**. -30 points

**Persuasive essay**- See the handout -70 points

Taken from : <http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

## EXTENSION ACTIVITES

### **Differentiation**

For native speakers of Spanish, the internet sources need to be in Spanish. For native speakers of English, it can be in English. The most important part for the English speakers is to build background knowledge. Students will annotate the readings and write questions about them. After that, students will post five questions, and they will respond to

five, as well. Any questions that could' be responded by other students, they should be discussed as a class. Then, they can debate and take a position on the current immigration reform. They should support their point of view using an internet source.

The teacher can conclude by asking the students to write a persuasive essay about whether or not children should be allowed to stay in the United States or be deported. They need to find three sources to support their ideas, and they can use the video to support their point of view.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Collect the following information while viewing.

1. Haz una lista de palabras que usarías para para describir la personalidad de:

a) Carlitos: \_\_\_\_\_

b) Rosario: \_\_\_\_\_

c) Doña Carmen: \_\_\_\_\_

2-Cuál es tu primera impresión acerca de:

Carlitos: \_\_\_\_\_

Rosario: \_\_\_\_\_

La Abuela: \_\_\_\_\_

La pareja: \_\_\_\_\_

3-¿ Qué puntos geográficos son importantes en la película, para Carlitos o para Rosario y por qué?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4- ¿Qué clase de temas se enfoca la película?

\_\_\_\_\_

\_\_\_\_\_

5- Escribe todos los lugares por los que tuvo que pasar Carlitos antes de llegar a su destino.

\_\_\_\_\_

\_\_\_\_\_

6. Menciona tres momentos importantes acerca de la película.

\_\_\_\_\_

\_\_\_\_\_

7- ¿Cuál es el momento más sorprendente y más triste de la película y por qué?

\_\_\_\_\_

\_\_\_\_\_

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La Misma Luna- Parte I: 38 min

1. What kind of relationship does Carlitos have with his Abuela (Grandmother)?

- A. Normal grandma relationship
- B. Carlitos doesn't like her
- C. Very close; like his mom
- D. Carlitos doesn't have a grandma

2. What is special about Sundays?

- A. Carlitos goes to church with his grandmother each Sunday
- B. Carlitos plays in the street each Sunday
- C. Carlitos and his mom talk on the phone each Sunday
- D. Carlitos goes to Los Angeles each Sunday

3. What does Carlitos' mom buy him for his birthday?

- A. A ticket to Los Angeles
- B. A cell phone
- C. New shoes
- D. She throws him a party

4. What does Carlitos find out at his party?

- A. His mom is there
- B. He likes to hit piñatas
- C. His grandmother is very sick
- D. His mom's "friends" are his uncle and aunt

5. What does Carlitos want for his birthday from La Doña?

- A. A party
- B. Money
- C. New shoes
- D. To go to LA

6. Why does Carlitos decide to leave México?

- A. He wants to go
- B. His grandmother passes away
- C. It's his birthday gift
- D. He doesn't want to leave

7. How does Carlitos cross the México/United States border?

- A. He takes a bus
- B. He swims across the boarder
- C. He goes with people from US
- D. His mom picks him up

8. What happens at the border with the border patrol?

- A. Nothing; he makes it to LA
- B. He gets caught by immigration and sent home
- C. The van is taken away for unpaid parking tickets
- D. He gives them the \$1,200 he has

1. Why does Carlitos have to return to the van?
  - A. He left his bag in there
  - B. So he can cross to LA
  - C. He's meeting the Chicanos there
  - D. The money fell out of his bag
2. What does the woman do to protect Carlitos in the street?
  - A. She steals Carlitos
  - B. She pays the men the money for Carlitos
  - C. She curses at the men
  - D. She lets the men take Carlitos
3. What happened at the tomato farm?
  - A. Carlitos lost his friend Enrique
  - B. Carlitos rubbed his eyes & got tomato acid in them
  - C. Immigration came
  - D. Carlitos ate a lot of tomatoes
4. How does Enrique treat Carlitos?
  - A. He acts like his father
  - B. He lets him hitch a ride to LA
  - C. He's very mean to Carlitos
  - D. He is very strict with Carlitos
5. What happens after Carlitos and the immigrant get out of the car with the mariachi band? What are the men on the street about to do? How does the other man stop them?
6. Does Carlitos work for the man in the store? Why or why not?
7. What happens in the kitchen between Carlitos and the other man? Why do you think it happened?

1. Who does Carlitos meet in the electronics store?

- A. His father
- B. His mom
- C. His friend Enrique
- D. His uncle

2. Using number 1, why doesn't this person want to help Carlitos?

- A. He/she doesn't like Carlitos' mother
- B. He/she is mad that Carlitos buys lunch
- C. He/she will never be forgiven
- D. He/she is too upset

3. Why is Carlitos waiting in the bar? Why is he upset?

4. How does Carlitos arrive in Los Angeles?

- A. He walks there
- B. He takes a bus to LA
- C. He never arrives in LA
- D. His mom buys him a plane ticket

5. How does Carlitos attempt to find his mom? What does he find or doesn't find to which he is so close?

6. How does Carlitos' mother decide to bring her son to the United States?

- A. She tells him he can't come
- B. She buys him a plane ticket
- C. His father brings him
- D. She doesn't; she goes back to Mexico



7. How and when does Carlitos' mother find out that he has fled México?
- A. She receives a phone call from La Doña**      **B. Carlitos calls her to tell her**  
**C. His aunt calls her**      **D. She never finds out**
8. What is the secret that Carlitos tells Enrique?
- A. He wants him to be his dad**      **B. He really loves his dad**  
**C. He thought his mom didn't love him**      **D. He really appreciates Enrique's help**  
**before this trip**
9. What happens when Carlitos is sleeping on the bench?
- A. The police arrest him**      **B. He runs away from the police**  
**C. Enrique runs away from him**      **D. The police give him food**