

“We are Micronesian, Too”: Using
Breadfruit and Open Spaces to
**Talk About the Things not Talked
About**

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Outline

- Poem
- Context/Background of Lesson Plan
- Using *Breadfruit* in Our Classrooms on Guam – Teaching Procedures
- Small-group Discussions
- Whole-“class” Discussion
- What’s in a Tanka?
- Sample Student Tanka Poems
- Writing Time
- SNAPS Time!

Poem

- “I Am Micronesian, Too”
by Anghet Hoppe-Cruz

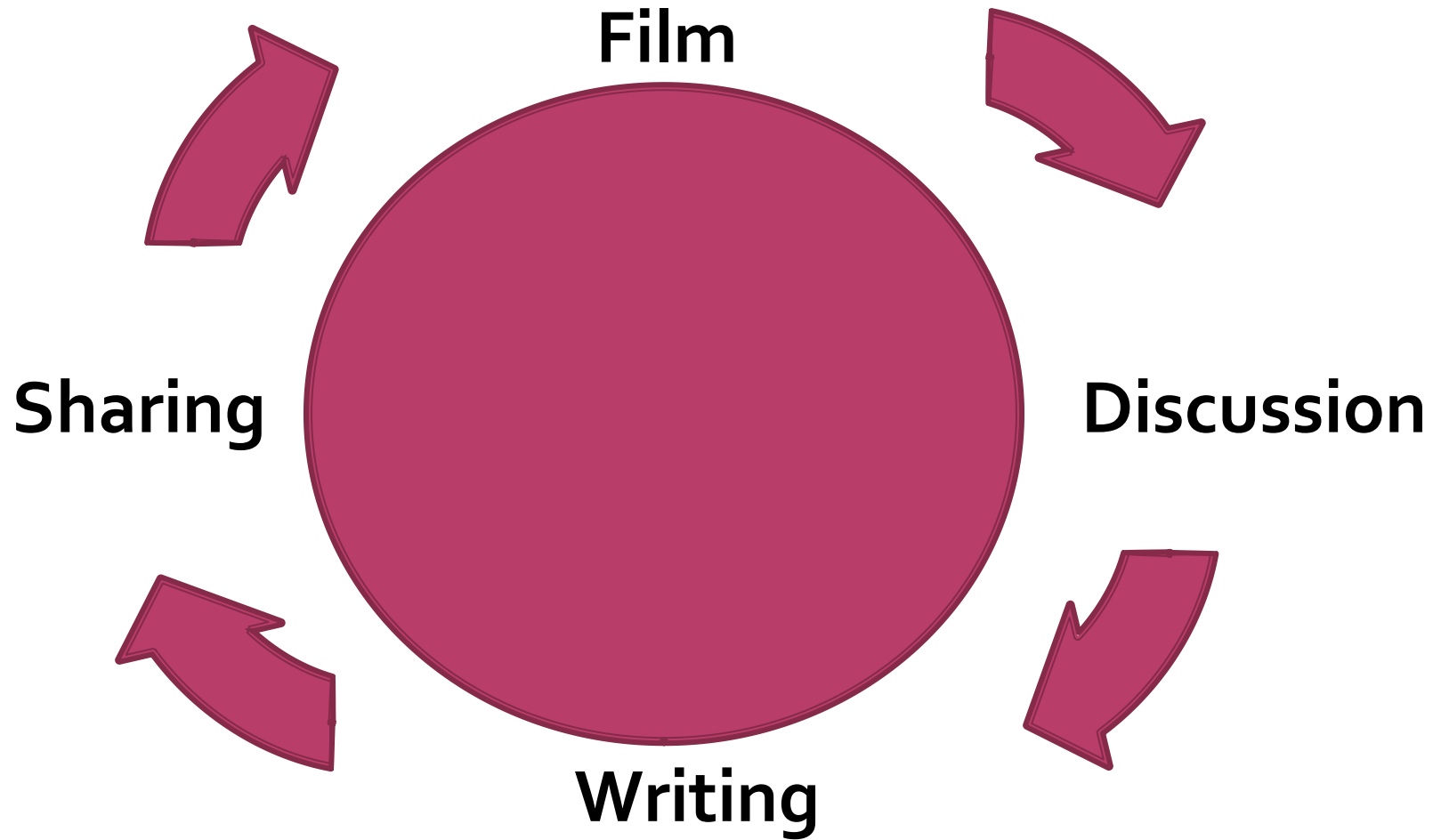
Notes

- The lesson plan format for GDOE teachers differs from the format that is presented here; please alter the format to fit your classroom/school expectations.
- The time allotted for the lesson will depend on the instructional time given to each teacher.

Context/Background of *Breadfruit* Lesson Plan

- Learned Pacific literature while attending school in Hawai`i
- Became an advocate for Pacific literature
- Used culturally relevant lesson plans at both the secondary and post-secondary levels (through the use of academic, creative, and visual works)
- Screened *Breadfruit and Open Spaces*
- Used the documentary in my courses

(Film → Discussion → Writing →
Sharing/Reflection →)



Using *Breadfruit* in Our Classrooms on Guam – Teaching Procedures

- Provide background information on the producer and director of the film;
- Screen *Breadfruit and Open Spaces*;
- Engage students in small-group discussions;
- Engage in whole-class discussion;
- Review the tanka poetry format;

Using *Breadfruit* in Our Classrooms on Guam – Teaching Procedures (cont.)

- Have students write tanka poems based on the theme(s)/issue(s) brought up in the film;
- Have students share their tanka poems.

*As a supplemental assignment, assign students to write reaction papers to the film.

Small-group Discussions

- Break up into groups of 4 or 5.
- Discuss the following questions:
 - What did you learn through the film?
 - Were you familiar with the struggles that were identified in the documentary?
 - What racist notions/ideas exist on Guam about our sisters and brothers from the FSM?
 - Why do you think ethnic tensions exist on Guam?
 - How can we remove our racist lenses?
 - How do you think the film can be used to educate others on Guam?

Whole-“class” Discussion

- Share small-group responses to the discussion questions

What's in a Tanka?

- 5 lines of poetry
- Each line contains a certain number of syllables:
 - Line 1: 5 syllables
 - Line 2: 7 syllables
 - Line 3: 5 syllables
 - Line 4: 7 syllables
 - Line 5: 7 syllables

Sample Student Tanka Poems

The people struggle
Yet they still have each other
Family will stay
Promised brother and sister
Means that we are forever

-Tristan Santos

Our people and theirs
Sharing an Island as one
Is what we should do
Growing, learning, changing with
Breadfruit and open spaces.

-Mary Tenorio

Writing Time!

- Write a tanka poem based on *Breadfruit and Open Spaces*.
- Time limit

SNAPS Time!

- Share tanka poems
- After a person shares her/his poem, snap your fingers.

Dangkolo na si yu'os ma'åse'!

Questions?