



PROJECT

Lunch Poems

Session 5 of 6

When, Where, and Who Are Poems?

This session will introduce the idea that poems can be reflections of ourselves, even if we choose a different subject for that representation, like painter Frida Kahlo did with her self-portraits.

YOU WILL NEED

- Lunch Poems — Session 5 Handouts
 - Pages 3 and 4 — 1 copy per student
- 2 notecards
- Tape
- Computer
- Projector

BEFORE YOU START

- Write the warm-up question on the board: “What is one time you remember feeling calm?”
- Write “self-portrait” on the first notecard and “analogy” on the second.

How to begin (10 Minutes)

Warm-Up

Students will write their answer to the question written on the board, “What is one time you remember feeling calm?” Encourage them to write in full sentences.

Introduce today’s new words, “self-portrait” and “analogy.” Ask students what they know about this word—have they heard it before and in what situation? Are there any context clues that might help them guess the definitions? Write their thoughts on the board. Throughout the lesson, students will gain an understanding of this word and be able to make their own meanings. You will ask them this question again at the end of the session.

- A “self-portrait” is a piece of artistic work that represents the artist, created by the artist.
- An “analogy” is a way to make a comparison between things that appear to be unrelated.

Students do not need to come up with these exact words, rather these definitions are shared mainly to provide context to you for the lesson

STEP 1 (5 Minutes)

As Frida Kahlo demonstrates, a self-portrait does not always need to depict a person. Project Page 1, [Lunch Poems — Session 5 Handouts](#) for everyone to see. Frida Kahlo was known for her self-portraits, but this is a painting of fruit not a person. Lead a group discussion about this painting, asking the following questions:

- Do you think this painting can be called a self-portrait? Why or why not?
- If someone says to you, “I’m like a watermelon,” what might they be saying about themselves? How might a person be like a watermelon? (For example, if I say that I’m like corn, maybe I’m telling you that I’m versatile – I can be good on my own or in a dish, can pair well with sweet and with savory, etc.)

STEP 2 (5 Minutes)

Project Page 2, “Lunch Poems — Session 5 Handouts” and read the information about Frida Kahlo to the class. Lead a group discussion asking the following questions:

- What kind of person do you think Frida Kahlo was, based on this ice cream flavor? What do you think was important to her?
- Why do you think Hannah Spiegleman, the creator of this recipe, chose the flavors she did to represent Frida Kahlo?

Each ingredient in the ice cream tells a short story about Frida Kahlo, and even stories that are bigger than her! Not only does this ice cream bring in a flavor that Kahlo liked (malted milk), it brings in flavors from her home in Mexico. Chocolate originated in Mesoamerica, which is present-day Mexico; prickly pears (*tunas*) are such an important food in Mexico that they are featured on the Mexican flag.

Notice that turning a person into an ice cream is not just about finding the things they liked to eat, or the flavors they liked best—it’s about what the flavors can represent. This is called an analogy. Spieglemann isn’t saying that Frida Kahlo is literally a prickly pear or a piece of chocolate, but she’s using these ingredients to demonstrate what was important to Kahlo, like her Mexican heritage.

STEP 3 (30 Minutes)

Pass out Page 3, “Lunch Poems — Session 5 Handouts.” Students will use this planner to analyze the subject of their poem. They can choose to write about anything they know well—a person, a school subject, a video game, a place, etc. Once they have completed the planner, they can use Page 4, “Lunch Poems — Session 5 Handouts” to write their poem, based on the ice cream flavor they created and other elements they brainstormed on their planner.

STEP 4 (10 Minutes)

Make space for students to share their poems with the class. Who or what did they write about? Why did they choose that subject?

Ask students again what they think the definitions of “self-portrait,” “metaphor,” and “simile” are, based on all of the resources they looked at. Which of the resources helped them achieve this understanding the most? Write their definitions on the board, alongside their thoughts from the beginning of the session and make note of any similarities or differences you see between the two sets.

At the end of the session, write both sets of their definitions to the notecards labeled “self-portrait” and “analogy.” Tape the notecards to the board or an empty space on the wall, next to the previous sessions’ notecards.