

TEACHER GUIDE: SENNA FROM PERU

Summary of Senna's Film Chapter

Senna's family struggles to survive in a bleak Peruvian mining town. Her father has big dreams for her and so insists she go to school. She discovers the transformative power of poetry. Her passion and talent seem to ensure she'll have a better future – and be the success her father imagined she'd be. "Poetry is how I turn ugliness into art." (Senna)

Note to Teachers

Senna's chapter focuses on the issues surrounding poverty and the positive impact family support and influence can have on girls in developing countries. Students are encouraged to examine the negative aspects of Senna's situation, and to explore the positive influences in her life.

Curriculum and Resources Related to Senna's Chapter

- Senna's film chapter
- Introductory Lesson (below)
- Film Viewing Guide (below)
- Country Fact Sheet: Peru (below)
- Relevant Issue Fact Sheet:
 - Family Support and Influence
- Project-Based Lessons (all are applicable to Senna's chapter)
 - Consumer Impact: How Our \$ Can Make a Difference
 - Display the Numbers: Creating Public Art
 - Supporting a Revolution
 - United Nations \$100 Million Grant
 - What's Working: The Impact of NGOs
 - What is Freedom?
- Los Heraldos Negros by César Vallejo (below)

- Senna's original poetry (below)
- Take Action Guide (found in the Supplemental Materials section)
- Article about Marquesha and Senna <https://www.pri.org/stories/2014-04-11/how-poetry-saved-two-young-womens-lives-one-peru-one-los-angeles>
- Video: "Miseducation" by Maia Mayor <https://www.youtube.com/watch?v=ONwJjf9sRLI>
- Video: "Dear Senna" by Brian Martinez <https://www.youtube.com/watch?v=eLrbocxIRMY>
- Video: "Stand Clear" <https://www.youtube.com/watch?v=H7HDOT9gSR4>
- Additional Resources Guide (Found in the Supplemental Materials section.)

Introducing the Film

Students will begin to learn about the challenges faced by girls living in developing countries, and they'll discover how some are overcoming the barriers and obtaining an education.

Time Needed

One class period; 50 minutes

Materials

- Senna's film chapter
- A copy of the Film Viewing Guide (below) for each student
- Los Heraldos Negros by César Vallejo (below)
- Map/globe

Common Core State Standards

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Ideas for Introducing Senna's Story to Students

- Locate Peru on a map or globe.
- The poem *Los Heraldos Negros* (Black Messengers) by César Vallejo plays a key role in Senna's life. Have students read the poem and list reasons they feel this poem may be important. Does it inspire them? Why or why not?
- Ask students to list the types of jobs they have had, or the types of jobs that are typical for teenagers in their community.

Watching the Film

- Using the Viewing Guide below, ask students to answer the Before You Watch questions prior to watching the film. (Hint: 25 percent of all girls worldwide are born into poverty.)
- Encourage students to use the space provided in the While You Are Watching section for any notes, comments, or questions that they have as they watch the film.
- After viewing the film, students should complete the Reflection section. Students can answer these questions on their own, or you may opt for a class discussion around them.
- Encourage students to answer the final question, "What are you interested in learning more about?" Consider student answers when choosing which Project-Based Lesson(s) you will use.

For an update on Senna

Go to <https://vimeo.com/260842275>



FILM VIEWING GUIDE: SENNA FROM PERU

Before You Watch: Before you meet Senna and learn about her experience, take a few minutes to answer the following questions:

1. What portion of girls worldwide do you believe are born into poverty? 1/8, 1/4, or 1/2?
2. On a scale of 1 to 10, how determined are you to finish high school? (1 = not at all, and 10 = extremely determined)
3. Who in your life encourages you to study hard and finish school?

While You Are Watching: Record your thoughts, impressions, and questions as you watch Senna's story.

Before You Watch: Now that you have had the opportunity to learn about Senna, answer the following questions:

1. Why is Senna so determined to finish school? Do you believe she will be successful in reaching her goal? Why or why not?
2. How difficult would it be to live in La Rinconada? Do you think you could stay focused on your educational goals while living under Senna's conditions? Why or why not?
3. Why do you feel it was important for the film's director to share Senna's story?
4. How have your views changed? What new information had the greatest impact on you?
5. What are you interested in learning more about?