

The Refugee Doll Project - Curriculum © 2019

Books and Lesson Plans (3-5)

Somos como las nubes: We Are Like the Clouds by Jorge Argueta

Gist:

This is a collection of bi-lingual poems that evoke (describe journey step-by-step) migration from village to U.S. These steps include: life in San Jacinto; gangs in La Campanera; leaving village by bus; walking along a path; crossing the border between El Salvador and Guatemala; climbing on a train; sleeping in the desert with coyote guides; walking in the desert; introductions to the border patrol; praying to Saint Toribio for protection from migra and minutemen; buying fruit popsicles in Los Angeles.

Enduring Understanding:

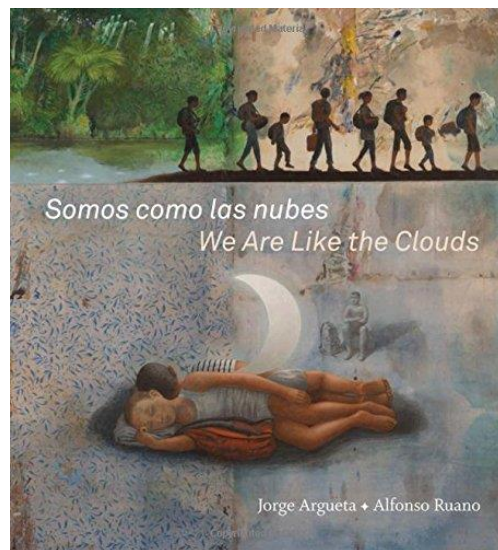
- ◆ Poverty and fear of violence are causes for migration.
- ◆ Hope for a better life propels migration.
- ◆ Family separation causes pain.
- ◆ Choosing to leave home for survival is a difficult and unfair choice that children must sometimes make.
- ◆ Poetry is a literary work in which special intensity is given to the expression of feelings and ideas using style and rhythm.

Concepts:

- ◆ Refuge/refugee
- ◆ Migrant/migration
- ◆ Poetry

Activities:

- ◆ *Identity and belonging.* Activities that encourage children to think critically about stigma and migration and what makes us who we are.
www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging
- ◆ Teaching Tolerance: Immigration and the American Dream - refugees, undocumented immigrants, American reactions. How do our similarities and differences impact the relationships we have with people inside and outside our own identity groups? (Grades 9-12)
www.tolerance.org/learning-plan/immigration-and-the-american-dream-refugees-undocumented-immigrants-american



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- ◆ Teaching Tolerance: Immigration Myths. In this lesson, students will deconstruct common myths about immigrants and the process of immigration in the United States. They will also have an opportunity to share their knowledge with the greater community. (Grades 6-12)
www.tolerance.org/classroom-resources/tolerance-lessons/immigration-myths
- ◆ Teaching Tolerance: Who Is an Immigrant? In this lesson, students examine themselves within various contexts—including family, culture and community—as a means to better understand who they are as individuals and who they are in relation to people around them. (Grades K-5)
www.tolerance.org/classroom-resources/tolerance-lessons/who-is-an-immigrant
- ◆ Teaching Tolerance: Exploring Young Immigrant Stories. This lesson helps students appreciate diversity among their peers and the diversity of immigrants all over the world. Through hands-on exercises, students will discover similarities and differences they share with other children. (Grades 3-5)
www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories
- ◆ Teaching Tolerance: Recognizing the Undocumented. This lesson features activities that will make students aware of the roles that undocumented immigrants play in the harvest and processing of food and other necessary products and help them understand the status of and choices that face undocumented workers in our country. (Grades 6-12)
www.tolerance.org/classroom-resources/tolerance-lessons/recognizing-the-undocumented
- ◆ Teaching Tolerance: How Does Immigration Shape the Nation's Identity? In this lesson, students consider what it means to be an American, using an opinion piece about the "American Identity Crisis" and several related videos as central texts. They answer a series of text-dependent questions, debate their opinions, write a brief constructed response, and make their own video that reflects their interpretation of "the face of America." (Grades 9-12)
www.tolerance.org/classroom-resources/tolerance-lessons/how-does-immigration-shape-the-nations-identity
- ◆ *A Time to Flee*. Students reflect on and empathize with experience of refugees by role-playing with passports and ICE official.
speakers@amnesty.org.uk

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- ◆ Poetry. "Home" by Warsan Shire
<https://www.youtube.com/watch?v=nI9D92Xiygo>
- ◆ Show video of migrants and U.S.-Mexican Wall
www.imyourneighborbooks.org/2017/02/06/journey-84/
- ◆ Writing/Poetry
 - Teach: Similes/metaphors/We are like the clouds
- ◆ Writing Prompts:
 - Why are they going? How would it feel to be one of them? What is the trip like?
- ◆ Writing/Draw and Speech bubble
 - Draw and label the speech of one person shown on the page with the poem "We Introduce Ourselves to the Border Patrol."
- ◆ Perform book as a play in Spanish class.