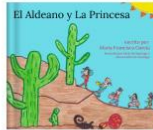# cuentos para dormir
bedtime stories by deported parents

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Discussion Guide

Introduction to the Series *Cuentos Para Dormir*

During the spring, summer, and fall of 2015, a group of deported parents living in Tijuana, Baja California, Mexico wrote books for their children who were still living in the United States. The project, now known as *Cuentos Para Dormir: Bedtime Stories by Deported Parents*, was facilitated by a former high school teacher from San Diego (Sophia), herself an immigrant, originally from Russia. These books tell the parents' stories about their deportations to Mexico and express the sentiments they have felt since being separated from their families and their children. It was an unorthodox project for parents who originally came together as part of the Dreamers Moms USA Tijuana organization to support and advocate on behalf of fellow deported mothers (and parents) living in Tijuana.

Seven titles were independently published in December 2015 and soon after their publication, media interest grew and the picturebooks have been featured in numerous news stories (both in the U.S. and in Mexico) and the parents have presented on them at various forums. These books represent the everyday uncertainties, fears, and frustrations of many undocumented immigrant parents as well as the realities of many children who have at least one undocumented family member. While seven titles were published, only three are found in this pilot project: *Mamá Leona Contra el Muro* by Monserrat Galván Godoy; *El Pequeño Elfo* by Emma Sánchez de Paulsen; and *La Ciudad Más Triste del Mundo* by Yolanda Varona.

The following discussion guide serves three purposes: (1) to contextualize (for the teacher or the teacher educator) immigration and undocumented immigration to the United States within a larger social, political, economic, and historical context (Olivos, 2013); (2) to provide background information on the impact deportation has on undocumented immigrants, their families, and their communities, and (3) to provide teacher educators and teachers some general ideas on how to use these books in classrooms with pre-service teachers, in-service teachers, or K–12 students.

This discussion guide is unapologetically pro-immigrant. The intent of the children's books found in this series and this guide are to humanize the challenges and experiences of these families. We reject referring to the parents as "illegal" and acknowledge the complex historical, socio-political, and economic factors that contribute to emigration and immigration (Chomsky, 2007, 2014). The current political climate under the presidency of Donald Trump, where Latino and immigrant children are mocked and bullied in schools by chants of "Build that wall," and are made to feel like less, sometimes by the very adults who are responsible for teaching and caring for them, requires a proactive approach to teaching about immigration and deportation. Political narratives about who belongs, and who is entitled to live, in the United States frame the debates around immigration and target undocumented immigrants as "invaders" or "law-breakers" and ignore this country's complex history of colonization, slavery, conquest, and racial discrimination (Spikard, 2007).

How the Books Came to Be

While *Cuentos Para Dormir* has evolved over time to serve multiple purposes and address varied audiences, it first began with the notion that writing autobiographical "bedtime stories" could offer deported parents a potentially therapeutic means of expression as well as a meaningful way to connect with the loved ones they had to leave behind. Sophia met weekly with the parents

across six months in Tijuana to complete the writing of the stories. The group began by reading together dozens of children's books that she had brought from San Diego public libraries. The parents then identified their intended audiences and purposes for writing. The meetings were run in the format of a "writers workshop," with each session focusing on one part of the writing process: brainstorming, purpose and audience, characters, setting, metaphor and symbolism, imagery, story arc (conflict, climax, resolution, etc.), etc.

Though participants produced individual books, the writing process was highly iterative and collaborative, with the parents discussing their work, sharing drafts, and offering one

another feedback and motivational support throughout the six months. Finally, a variety of people came together to illustrate the books: local children who read the stories, some of the parents and their own children, local artists and community members. Sophia digitally compiled the text and images and published the first set of books through an online publishing software. Each parent received one copy of their own book.
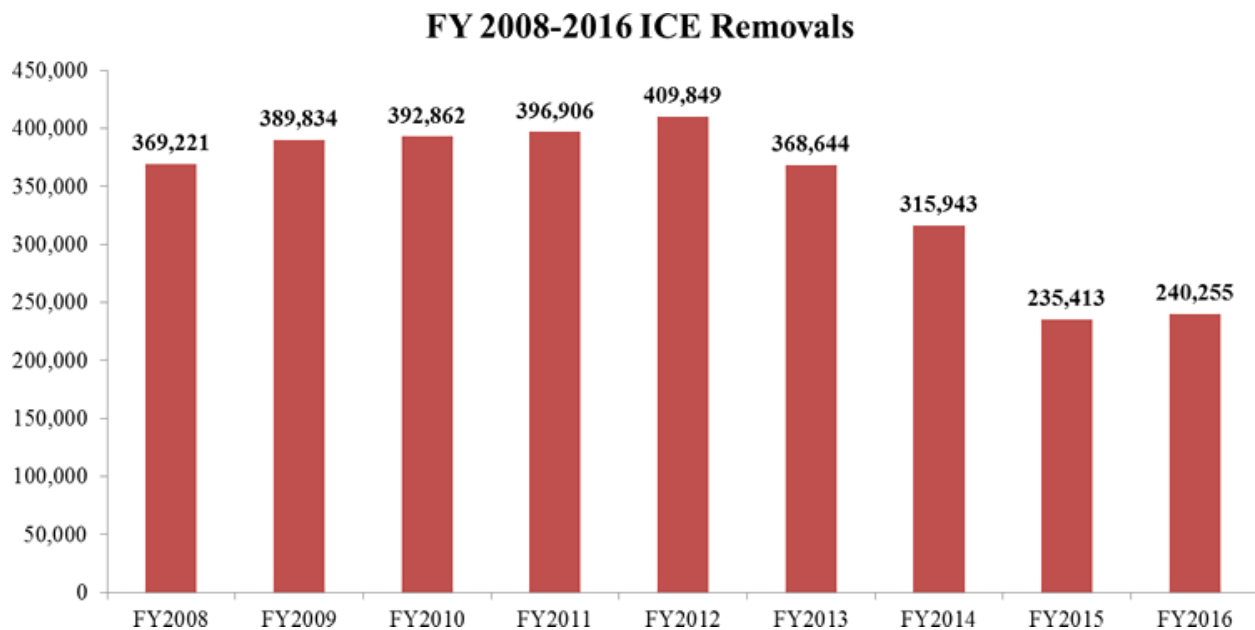
Background Information

In 2014, immigrants (foreign born individuals) made up approximately 13.3% of the U.S. population. Of these more than 44 million individuals, it is estimated that 11 million of them were unauthorized (undocumented). These are individuals who either failed to enter the United States through a legal port of entry, or who were living in the U.S. without the proper authorization (i.e., an expired visa, etc.). Of these 11 million unauthorized (undocumented) immigrants, over half (56%) came from Mexico, followed by Guatemala (7%), El Salvador (4%), and then Honduras (3%).

Since the mid-1990s, there has been a dramatic increase in deportations (also referred to as "removals"), with President Barak Obama overseeing a record number of deportations during his two terms in office (Franco & García 2016). From 2009 to 2014, the Obama administration deported 2.4 million unauthorized immigrants with fiscal year 2012 having the highest number of deportations with 409,849 removals per Immigration and Customs Enforcement (ICE) statistics (See Figure 1). Previously, "the most extensive deportation campaign in U.S. history was in the 1930s, when a total of 458,000 Mexicans were forcibly removed from the United States over a 9-year period" (Massey, Durand, & Malone 2002, p. 34 as cited in Dreby, 2012, p. 831).

Figure 1: FY 2008-2016 Deportations/Removals

FY 2008-2016 ICE Removals

Fiscal Year	Removals
FY2008	369,221
FY2009	389,834
FY2010	392,862
FY2011	396,906
FY2012	409,849
FY2013	368,644
FY2014	315,943
FY2015	235,413
FY2016	240,255

The reasons for these high numbers of deportations are numerous yet many observers agree that several factors have contributed to this increase:

(1) In 1996, the *Illegal Immigration Reform and Immigrant Responsibility Act* (IIRIRA) expanded the list of crimes constituting an aggravated felony that would result in deportation, expedited the deportation removal process, and most importantly reduced the scope of judicial review in immigration deportation decisions. IIRIRA also established "a statutory framework for subsequent actions by states and localities, known as 287(g) programs, to take on immigration law enforcement roles that had traditionally been exercised solely by federal immigration enforcement agencies" (Migrant Policy Institute 2013, p. 10);

(2) the introduction and operationalization of interior enforcement programs which authorize local authorities to enforce immigration policy and the creation of complex data sharing systems that "flag" undocumented immigrants who come into contact with law enforcement officials. Currently, the Trump administration targets any undocumented immigrant for removal, whether they have had previous contact with the law or not;

(3) increased funding and political will to create and expand interior and border immigration enforcement under the guise of "national security" after the September 11th terrorist attacks, with "48,000 personnel dedicated to immigration enforcement alone" by 2014 (Franco & García 2016); and

(4) increased financial interest by private companies to criminalize and detain undocumented immigrants for profit, or what some have termed the "Immigration Industrial Complex." Lobbying by these private prison companies has been influential in establishing more severe punitive state and federal laws leading to more arrests, longer sentences, and detention quotas, known as "guaranteed minimums" (Hayden, 2018). Stocks of the two largest "private prison operators" went up 100% within 4 months after Trump's victory. CoreCivic (formerly know as Corrections Corp. of America) went up 140% by February 2017 and the Geo Group had risen 98% (Long, 2017).

Identifying, locating, detaining, and removing undocumented individuals from the United States rests upon four programs: The *Criminal Alien Program* (CAP), the *Priority Enforcement Program* (formerly known as *Secure Communities*), *287(g) agreements*, and the *National Fugitive Operations Program* (NFOP). These programs are interior enforcement efforts and do not take into consideration the detention and return of individuals caught along the the country's national borders.

Critics of the this "deportation regime" argue that hard-working, contributing members of society are being deported in an overzealous attempt to meet arbitrary quotas and appease racist constituents. Individuals caught in this deportation net are often non-violent offenders or individuals with no prior criminal history or police contact. Some deportees also have long histories of living in the United States yet are "flagged" for removal as a result of coming into contact with law enforcement, sometimes due to minor violations such as driving without a license, running a red light, or even talking on a cell phone while driving or reporting a crime.

The children of the undocumented

In 2014 , there were an estimated 866,000 undocumented individuals under the age of 16 living in the U.S., and there were just over 5,000,000 children under the age of 18 living with at least one unauthorized immigrant parent between 2009 and 2013 (Capps, et al. 2015; Sánchez 2016). In the strong undocumented immigrant removal climate of the 2010's, particularly under President Donald Trump, all of these children are vulnerable to having a parent

detained and/or deported (Capps, Castañeda, Chaudry & Santos 2015). In 2014, U.S. Immigration and Customs Enforcement (ICE) deported 22,088 unauthorized immigrants

who claimed to have at least one U.S.-born child. (Sánchez, 2016). After deportation, the fate of many of these children is uncertain and separation from their parents is almost certain and can sometimes even become indefinite.

There has been increased attention since the early 2000's on the "mixed status" family and the effects growing up with undocumented immigrant parents may have on children. A mixed status family is one in which family members hold different "authorizations" to live in the U.S. For example, the adults in the family may be immigrants (documented or undocumented), while the children are either citizens (native-born or naturalized) or immigrants (documented and undocumented) like (or unlike) their parents. It is not uncommon for one sibling to be a citizen while the other one(s) is/are undocumented.

Children of undocumented immigrants "are more exposed to a number of risk factors than children of immigrants generally and all U.S. children, including" (1) lower preschool enrollment; (2) linguistic isolation; (3) limited English proficiency; (4) poverty; and (5) reduced socioeconomic progress (Capps, Fix, & Zong 2016). For children whose parents have actually been deported, the risks unsurprisingly prove even more harmful and long-lasting (Dreby 2012). One of the most troubling aspects of Donald Trump's reckless attack against undocumented immigrants has been his policy to separate children from parents apprehended at the border or even from adults who come to legal ports of entry seeking asylum. As of this writing, Trump signed an "Executive Order" stopping this practice but his administration has no plans to reunite the over 2,000 children that were separated from their parents during the spring of 2018.

The experiences undocumented immigrant families go through may not be understood by individuals or cultural groups that are not impacted by this phenomena. Nonetheless, part of education is learning about the experiences of communities one does not belong to. The authors of the three books in this pilot series are writing from firsthand experiences. The three authors are women who have either been deported or denied reentry into the United States. They are separated from their children and families. In these books, the mothers are narrating their lives and experiences through metaphors, analogies, and stories written for the young mind—their children—that should resonate with children from many backgrounds.

The Complexities of Immigration and Undocumented Immigration
Immigration is a complex phenomenon yet the topic is often shaped by myths and misinformation (Chomsky, 2007). Even undocumented immigration is not simply an "illegal" act committed by an individual looking to benefit personally or to "make a better life" for themselves or their family. Common comments/questions such as "Why don't they

just come here legally?," "My ancestors (relative, etc.) did it legally, why don't they?," "Why don't they just learn English?" "They need to get in line like everybody else!," "Immigrants take jobs from Americans!" and "For our safety, we need to protect our borders," all represent naive and oversimplified views of a complex phenomenon with a long history.

The United States has been referred to as a "nation by design" (Chomsky, 2007). In other words, the U.S. is not predominantly "white" by random coincidence, rather laws, policies, and practices have helped shape the current U.S. demography. Naturalization laws, exclusion laws, court cases, and deportation and removal have all been used to "balance" the demography of this country in efforts to keep a white majority, and Donald Trump's administration is currently following in these footsteps. Below are just a few examples of naturalization laws, court cases, and deportation have all been used to create this "nation by design":

1790: *The Naturalization Act of 1790* restricted naturalization to "any alien, being a free white person" who had resided in the U.S. for two years. Also excluded from naturalization were slaves, Native Americans (even though they were not immigrants), most women, and indentured servants.

1798: *The Alien and Sedition Acts* allowed the government to arrest and deport all male citizens of an "enemy nation" (France) in the event of war and deport any "alien" suspected of plotting against the government, even during times of peace. Speaking out against the government were also grounds for deportation.

1830: *The Indian Removal Act* is considered to be the first large scale example of the government using its authority to "deport" a large number of people (mass deportation). Then president Andrew Jackson was "given the power" by congress to negotiate removal treaties with tribes living east of the Mississippi River. Those who did not peacefully abandon their lands were forcefully removed. Over 80,000 Native Americans were moved west to allow the burgeoning white population to occupy Native ancestral lands (Saunt, 2015).

1848: *The Treaty of Guadalupe Hidalgo* is signed and Mexico cedes half of its territory to the United States. Driven my *Manifest Destiny*, the belief that the U.S. and whites (Anglos) were "destined" (and had a God-given right) to occupy the North American Continent from coast to coast, the United States waged, what many believe was, an unjustified war against Mexico from 1846-1848.

1882: *The Chinese Exclusion Act* prohibited the entry of Chinese laborers for ten years and declared Chinese ineligible for citizenship. In 1904 this act was made "permanent."

1917: *The Immigration Act of 1917* required literacy tests for admission to the United States but also established the "Asiatic Barred Zone" prohibiting immigration from all of "Asia," except the Philippines and Japan. The "Gentlemen's Agreement" between Japan and the U.S. had already "stopped" immigration from Japan in 1907.

1922: *Takao Ozawa v. United States* is decided with the U.S. Supreme Court ruling that Ozawa was ineligible for citizenship because he was not a "free white person" or of African descent. And while the court did agree that Ozawa's skin was "white" and that he possessed many desirable qualities (hard working, educated, Christian, etc.), Ozawa was ultimately Japanese (Asian) and the Japanese were not (genealogically) Caucasian but rather members of an "unassimilable" Asian race, thus ineligible for naturalization.

1923: *Bhaghat Singh Thind v. United States* is decided, with the U.S. Supreme Court ruling that despite being racially placed/recognized (genealogically) as Aryans, Asian Indians were nonetheless racially ineligible for citizenship because they were not "white" as the term was popularly understood at the time. In other words, even though Thind was a WWI veteran and "Caucasian," he was not in the eyes of the "common man" white, therefore he was ineligible for naturalization.

1924: *The Johnson-Reed Act*, also known as the National Origins Act, establishes immigration priorities around countries of origin. Racial "quotas" established limits on certain countries (mostly from Europe since Asian immigration had already been banned in 1917 and Latin American immigration was excluded under the "Western Hemisphere Exclusion" clause). The limit was 2% of the number of people from a country who were already living in the United States at the time of the 1890 Census. The law represented a victory for the Eugenics movement and the pseudoscience belief of racial categorization and superiority. It's intent was to engineer the future "racial" composition of the country and to limit immigration from Southern and Eastern Europe. This same year the Border Patrol was established.

1930s: *Mexican Repatriation* affects over 400,000 Mexican nationals and Mexican Americans, who are deported to Mexico following the Wall Street Stock Market Crash of 1929: Using well-known myths that Mexicans took jobs from Americans and were a burden on hard-working taxpayers and U.S. citizens, the U.S. government and local authorities teamed up to create a "climate of fear" that pushed many Mexican nationals to "return" to

Mexico, often with their U.S. born children. Many who chose not to leave under this hostile climate were forcefully removed under many pretexts, including large immigration sweeps.

1942: *Executive Order 9066* is signed by President Roosevelt, setting the stage for Japanese internment. Over 100,000 Japanese and Japanese-Americans (mostly from the West Coast) are relocated and interned in U.S. War Relocation Authority (WRA) Relocation Centers (concentration camps) and other facilities until 1945.

1942: The *Bracero Program* goes into effect and lasts twenty four years. It was a labor-contracting program that allowed Mexican nationals short-term labor contracts to work in the United States, who at that time was witnessing a shortage of labor due to the war. Midway through the program, the U.S. government undertakes *Operation Wetback* (1954) to stop the flow of Mexican laborers who are not part of the Bracero Program, yet are still being highly recruited by U.S. agribusiness. It is estimated that over one million Mexicans are "returned" to Mexico during this period.

1994: *Operation Gatekeeper* goes into effect along the U.S./Mexico border separating San Diego and Tijuana--the same year the North American Free Trade Agreement (NAFTA) "increases the economic integration" between Canada, the United States, and Mexico. Modeled after *Operation Hold the Line* in El Paso/Ciudad Juárez, *Operation Gatekeeper* establishes greater Border Patrol presence, stadium lighting, and fencing in the largest metro area between the U.S. and Mexico. Long standing migrant flows that once ran through the urban areas of San Diego and El Paso are now funneled through California Arizona deserts, leading to thousands of deaths (Miller, 2018)

We suggest reading Chomsky (2007) and (2014) as introductory texts on the myths surrounding immigration and undocumented immigration and for more detailed information on the complex history of colonization and immigration in the United States.

Making Connections to Deportation
As mentioned, deportation affects many children and their families. Nonetheless, unless children have directly experienced this phenomenon, they will need teacher guidance and assistance in making connections between deportation, the themes found in these texts, and their own experiences and the broader world. This is assuming the teacher is knowledgeable about the topic and skilled in directing students through "tough subjects" such as immigration, deportation, and family separation.

An important principle of effective and meaningful instruction in elementary schools is "activating background knowledge and making connections" to enhance comprehension,

particularly in reading (Harvey & Goudvis, 2007; Miller, 2002). The "term *schema theory* [is used] to explain how our previous experiences, knowledge, emotions, and understandings have a major effect on what and how we learn" (italics in original) (Harvey & Goudvis, 2007, p. 17). Schema is all the background knowledge and experiences students bring to the classroom. "Using" schema is a strategy teachers often use to help students tap into their depth and breadth of background knowledge and experiences "to better understand and interact with the text" (Miller, 2002, p. 57). It is argued, for example, that when students have had similar experiences "to that of a character in a story, they are more likely to understand the character's motives, thoughts, and feelings. And when readers have an abundance of background knowledge about a specific [topic or theme], they understand more completely the new information they read" (Harvey & Goudvis, 2007, p. 17). Young children, however, may not know they have a connection to a story, unless their teacher guides them in "using their schema."

Schema can also be created in the classroom. Teachers can provide students with background information, and in some cases experiences, that will help make texts more meaningful to them. Children, for example, can watch videos, interact with guest speakers, or read further about deportation. Students can also explore their own personal experiences that may be similar to what the authors have experienced and share in the books--perhaps an incarcerated family member, separation due to divorce, or other real-life situations that are common in childhood.

For the books found in this series, activities and questions that tap into students' schema is important for making sense of a phenomenon they may, or may not, have any direct experience with. Creighton (1997) suggests that students from different backgrounds can benefit from using "universal themes" as a starting point for addressing the multiplicity of voices found in today's diverse classrooms. Concepts such as family, love, anxiety, sadness, etc, are all widely experienced by all children and can be used to help them make connections to the issues raised in the *cuentos*. For example, if a child has spent a significant time away from a parent or loved one, they can explore their feelings and reactions to this separation and connect it to the experiences found in the books.

Universal themes, however, are just a beginning and students should work toward exploring common human conditions from different perspectives. Making connections to their personal backgrounds (schema), their world, and other texts (printed text and social text) are important classroom practices that will help elementary-age students better understand the experiences the authors and their families have gone through. It has been suggested that reading is a "transactional" process, one where meaning is created not just from the text but also by the reader. "Readers and viewers respond differently to the same

text based on their prior knowledge, the text, and the context in which the text was read or viewed. Different readers or viewers can construct fairly different themes from the same text, depending on the experiences they have had" (Lukens, Smith, & Coffel, 2013, p. 239).

Teachers can expect children to ask why people leave their country in the first place and why the are coming to the United States. If they are overhearing the news or President Trump speak on T.V., they may blame immigrants for "taking away American jobs" or echo back common myths and stereotypes about immigrants and undocumented immigrants (Chomsky, 2007). Yet, as mentioned earlier, immigration is a complex topic and there are no simple "black or white" answers. Teachers must be prepared to explore immigration from a "humanitarian" perspective--this requires debunking myths and humanizing immigrants (including undocumented immigrants) as human beings who are worthy of respect and dignity (Olivos, 2013).

Negotiating Content and Performance Standards
Below we provide summaries of the three books found in this pilot series along with some suggested activities that teachers can use with elementary-aged students. We provide some general ideas for using all three books, as well as some specific features/questions that would be appropriate for individual books. We include connections to the Common Core Standards when appropriate. We suggest all books be read as a "Read Aloud." The Read Aloud strategy is used to expose young children to literature that is above their independent reading levels (Mooney, 1990). In this strategy that teacher reads the books to the students guiding them through the text using carefully planned questions and prompts.

These books should not be used as "stand alone" texts. In other words, we recommend they be used as part of a larger unit of study in either social studies or language arts. Depending on the teacher's learning objectives, these books could be used to address a large variety of reading standards. Even though the books are in Spanish, the English Language Arts (ELA) Standards for grades K-5 are good starting points for connecting the books to reading instruction (Reading: Literature). For example, the books could used to address all the "Key Ideas and Details" ELA Grade 1 standards:

Key Ideas and Details:
CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

The books can also be used to address additional Grade 1 ELA standards under the "Craft and Structure" and "Integration of Knowledge and Ideas" strands:

Craft and Structure:
CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.6

Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Similarly, the books could be used to address standards found the National Curriculum Standards for Social Studies (NCSS) or the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. These books, however, may not fit neatly into the expected socialization outcomes these standards promote for they, in some sense, challenge taken-for-granted notions about citizenship, civics, national symbols, and the rule of law.

The *History Social Science Framework for California Public Schools* (2016), for example, is in place to guide "educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and related social sciences" (p. 1). In the kindergarten standards, teachers are encouraged to help young learners grapple with the questions of "What does it mean to be an American?" This broad question, however, can be expanded to also explore: What is an "American"? How does one become an American? Who decides who can become an American? Can someone not born in the U.S. also hold "American values"? Are Americans the only ones who hold these "desirable" values? And so on.

First graders in California are asked to explore their "place in time and space" by examining rules, how rules are enforced, and "the consequences if people choose to break these rules." Teachers could use these opportunities to also discuss how "rules" (laws) have not always been fair or founded upon principles of equity. Slavery, segregation, voter suppression (of women and African Americans) were all "rules" that were accepted and enforced in the United States yet people "broke" those rules in efforts to achieve equality for all people (Martin Luther King, Jr., César Chávez, Rosa Parks, etc.).

Symbols, icons, and traditions also have prominent roles in the California first grade social studies standards. Standard 1.3, for example, asks that "first grade students deepen their understanding of national identity and cultural literacy by learning about national and state symbols" (p. 42). Exploration of these symbols, however, should be expanded to explore the immigrant experience of groups and families that did not "go through" Ellis Island and for whom the Statue of Liberty may not have any personal meaning. Emma Lazarus' sonnet "The Great Colossus" is a particularly insightful cultural symbol that could be examined and how it contradicts Donald Trump's policies against immigrants and refugees.

Whatever the grade or the state, we encourage educators to scrutinize history and social studies standards that promote an immigration narrative which portrays past groups as having "done things the right way" and current immigrant groups as lawbreakers. Historical periods, contexts, and reasons for immigrating are diverse. In some of the books found in this series, readers learn a little bit about the motivations the authors had for immigrating, particularly their desires to remain with their families.

Themes Found in *Cuentos Para Dormir*
Lukens, Smith, and Coffel (2013) insightfully describe a book's theme as the "idea that holds the story together, such as a commentary about society, human nature, or the human condition based on the intersection of the text, the reader, and the context" (p. 240). This definition is quite useful as it recognizes that a book's theme is "*constructed by the reader*, which means there will generally be a range of plausible themes within a particular story" (italics in original) (p. 240). For each reader, therefore, their background and their personal experiences will help shape how they respond to each book found in this series. Children who have immigrant parents, have lived in a home where domestic violence is present, or have been separated from family members may see the following themes as prevalent in the books: immigration, deportation, violence, resilience, survival, isolation and loneliness. Other themes that may be recognized by all readers are: Family, Friendship, Love, Faith, Courage, Empathy, etc.

We encourage teachers to find themes in these books that resonate with all readers but to also highlight themes and "take away" messages that are unique to the plight of families that have been separated by immigration and deportation. Asking children "What does it all mean?" will help uncover themes that are meaningful to them (Lukens et al., 2013, p. 239).

Reading Levels

As mentioned earlier, we recommend that these books be used for grades K-6 as read alouds. A read aloud allows students of different reading proficiency levels to focus on the themes of the books rather than the "mechanics" of reading. Also, since the books are in Spanish, the students must obviously have a working knowledge of Spanish (to comprehend the text). Therefore, until these books are translated into English, they are to be used in a Spanish/English bilingual classroom or Spanish immersion classrooms.

Pre-Reading Activities

Books are resources, so we encourage teachers to introduce students to key concepts and ideas prior to reading the books. It should go without saying that teachers must read each book themselves in order to prepare effective lessons and to identify concepts that their students may be unfamiliar with. This proper planning will also help the teacher identify "stopping points" within the texts where they will stop, ask questions, and dialogue, with students about what they are reading or experiencing.

The books should be part of larger unit of study. Pre-reading activities should be used to tap into the students' existing schema about the topic as well as to develop the necessary schema to make sense of the dilemmas deported families face. We approach the following activities as if these books were being used for the language arts block of the day. Thus, we include activities that focus on reading strategies, comprehension strategies, and metacognitive modeling to students.

Drawing from the work of Pearson, Dole, Duffy, and Roehler (1992), Harvey and Goudvis (2007) identify strategies "that active, thoughtful readers use when constructing meaning from text. They found that proficient readers" (p. 17).

- Make connections between what they already know (schema) and the new information they are encountering in the text (see also Miller, 2002)
- Ask questions about the text, the authors' motives, and their own interpretations of the text
- Make inferences during the reading process
- "Distinguish important from less important ideas in text" (p. 17)
- Synthesize and make connections within and across texts

● And monitor their understanding and "repair faulty comprehension" (p. 17)

Harvey and Goudvis go on to state that: "Whether we are questioning, inferring, or synthesizing, our background knowledge is the foundation of our thinking. We simply can't understand what we read without thinking about what we already know" (p. 17). We therefore suggest that pre-reading activities for this book series focus explicitly on getting to know what students already know about immigration, what they think different terms mean, and how they think immigration affects people (both immigrants and nonimmigrants alike). Additionally, teachers should encourage students who have firsthand immigration experiences to make personal connections with the books where appropriate and (if they feel comfortable) to share their expertise with the class.

Activities for Tapping into Prior Knowledge
A popular pre-reading starting point is with the development of either conceptual maps (Venn Diagrams, K-W-L charts, etc.) or anchor charts (both strategy and content). These could be used to tap into the students' schema to see what they already know about immigration or what they wish to know/learn about the topic.

One of the most common instructional activities is the creation of a class K-W-L chart that students can refer to throughout the unit. A K-W-L chart is simply a piece of chart paper sectioned into thirds. The far left section is labeled "What we **K**now." The middle section: "What we **W**ant to Know." And finally, the last section: "What we **L**earned." Students brainstorm ideas for the first two sections prior to reading and complete the final section after completion of the unit. This chart is also useful for teachers in that it guides them in collecting information about what students expressed wanting to know. Completing the K-W-L chart at the end of the unit is similarly helpful in assessing what the class learned.

Creating a content anchor chart throughout the unit or during the use of each book would also help students by recording "the interesting and important information that readers discover when reading," this can include new ideas, new information, new concepts, etc. These anchor charts stay up in the classroom throughout the unit so that students can refer to them and build upon them to create knew knowledge.

Teachers may also want to use the pre-reading period to develop, or "build," students' schema around the topic of immigration. Depending on the grade level, students can find news stories about immigration, research immigration data (e.g., how many people in the U.S. are foreign-born, which are the top 10 countries immigrants come from, how many immigrants are deported annually, etc.), or the teacher can use multimedia to highlight some of the complexities around immigration. We recommend that at the very least, the

following questions/issues be discussed prior to reading these books. Students who have experienced immigration or some of the issues raised in the books will obviously be able to answer from firsthand experience:

1. Why do you think people would leave their home country for another one?
2. Why do you think people "choose" the United States to come to?
3. Why would some people risk their lives to come to the United States through the desert or through tunnels or in boats?
4. How would you feel if you had to leave your family and friends in another country (state, city, school)?
5. If you had to leave the United States forever, where would you go? Which country? Why?
6. How do you feel we should treat people who come to the United States?
7. What are the different types/formations of family that exist? How do family members help each other?
8. How are immigration laws affecting people's sense of home? What happens when people are forced to leave a place they've considered home for many years?
9. What makes a home? Is home a physical place or a feeling?
10. How might friends help each other when experiencing problems of immigration, deportation or family separation?

Finally, teachers may also want to introduce students to vocabulary that will be used in the books and that is commonly associated with immigration (in the media, in history books, etc.). Words such as: immigrant, refugee, asylum, legal immigration, illegal immigration, undocumented immigrant, detention center, border, etc.

Below are some additional suggested activities that can be adapted according to grade level:

- *Study the history* of immigration and immigration laws in the U.S. over time
- *Study current laws and rights* regarding immigration and citizenship status in your state and the U.S.; learn about red cards and constitutional rights afforded to everyone, regardless of citizenship status
- *Look at maps and images* of the border wall, immigration, etc. Ask students what they see, what they notice, what this makes them think, what questions they have, etc.
- *Discuss* the idea of "citizenship" and what it may mean, why it exists, etc. What makes a citizen? How should citizenship be decided? Should citizens be treated differently than non-citizens?
- *Discuss rights* and look at/illustrate the U.N. Universal Declaration of Human Rights

During/Through the Reading of *Cuentos Para Dormir*

As mentioned, we suggest these books be read to the students, even older ones who may already be proficient readers. We suggest this for various reasons:

1. Teachers will not have a class set of these books so each student will not have their own copy of the book to follow along;
2. The books were not written using controlled language that encourage the teaching of reading skills (such as decoding, for example)
3. The Read Aloud approach allows students to focus on the content of the books and the teacher's interaction with the text. The teacher can model this interaction by using metacognitive strategies (thinking out loud/thinking aloud) and posing engaging questions to the students

A Note About Language

The three books found in this series are written in Spanish by non-professional writers. The questions and activities we suggest, however, are written in English. We provide the questions and the materials in English because we are not professional translators and we want to focus on the content and materials rather than on the complex details associated with translations. We are confident that bilingual teachers will be able to translate the questions or use the ideas in this guide using the academic Spanish terms and definitions they use in their classrooms with their students.

***La Ciudad Más Triste del Mundo* by Yolanda Varona**

In this book, Mother Firefly is unexpectedly swallowed by a large stain, and finds herself walled up in "The Saddest City in the World." Separated from her two stars, she struggles to find a way back home. Other fireflies come and go as she struggles to find a way back home, crying a tower of tears and casting a spell with her daughter star. Suddenly, a beautiful pink bubble emerges from the ocean and miraculously lifts her over the wall, reuniting her with her family in the "Happiest City in the World."
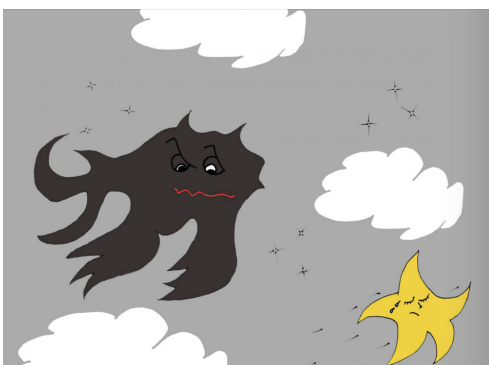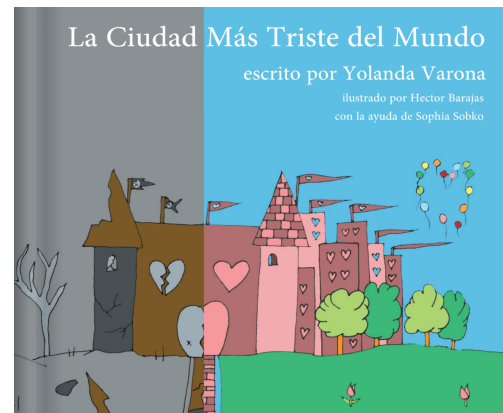
The dedication page of this book provides the reader insight into the author's purpose. In it, Varona dedicates the book to her children and grandchildren who are the inspirations for the contents of the book.

The book contains a lot of symbolism (metaphors) and the illustrations are used to capture the feelings of the characters and the situations. These symbols may be hard to make sense of depending on the developmental level of the children and their previous experiences with immigration and family separation.

During the read aloud process, it is important for teachers to develop strategic stopping points in the book and to prepare questions that have students thinking about the themes as well as the literary devices used by the author. Below are some possible questions that a teacher could ask to engage students with the text. We include some sample Reading-Literature Common Core Standards from different grade levels that may align with the questions. We separate the questions into two categories: (1) Questions that engage the content of the story, and (2) Questions about the literary style and devices used by the author. This separation is blurry at times but we hope that these questions will help the teacher in the development of their own questions.

Suggested Questions About the Content	Suggested Questions About Style/Literary Devices
How are San Diego (home city) and Tijuana (city to which the mother is deported) represented in the story? CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *Why does Estrella Paulina hide in the sky?* CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to	*What does the luciérnaga/firefly represent? What about the stars? What does the mancha negra/black stain represent?* CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) *How is Immigration Customs Enforcement represented in the story?* CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *Why does mother firefly consider Tijuana to be "the saddest city in the world"? Why does mother firefly consider San Diego the*

demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

What does Mother Firefly want?

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Who or what helps Mother Firefly cope? What helps her reunite with her stars?

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

How does family separation affect both the deported family member and those left behind?

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

"happiest city in the world" and Tijuana "the saddest city in the world?"

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

What do the symbols of the firefly and pink bubble signify, in relation to borders (e.g. traversing them)?

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

What role does nature (water, ocean, sky) play in the story?

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g.,

| | create mood, emphasize aspects of a character or setting) |
| | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |

Mamá Leona Contra el Muro by Monserrat Galvan Godoy

Mamá Leona leaves the small jungle in search of food and opportunity, only to encounter violence and abuse at the hands of Papá León in the big jungle. She flees back to the small jungle with her cubs, but he eventually lures them back to the big jungle. On the return, the cubs are able to cross back into the big jungle, but Mamá Leona is trapped and caged by a pack of hyenas. Mamá Leona fights and escapes the hyenas, but is unable to return to the big jungle. Instead, she stays as close to the big jungle as possible, fighting everyday alongside other lionesses in hopes of one day being reunited with her cubs.

Godoy's story does not employ as many metaphors as Varona's but there are a few parts where students can discuss the symbolism of the wall and the jungles Mamá Leona and Papá León inhabit. Similar to Varona's book, the dedication page in Godoy's book provides the reader with insight into the author's purpose. Godoy expresses how her the daughters are the motivations behind all her struggles and actions. The page has pictures of her daughters along with a message directed to them. Teachers could use this page as a starting point to discussions about family separation due to domestic violence.

Some teachers may consider the theme of domestic violence too controversial for the classroom. Yet, trends in children's literature indicate that topics once considered "too adult," "too risky," or "taboo" are increasingly being addressed in picturebooks. Dresang (1999), credits the "digital age" and children's access to technology (computers, television, the internet, video games, etc.) for "providing intellectual and physical access to information that young people were never able to obtain easily--or at least openly--before" (p.

Mamá Leona tenía que huir porque Papá León había sido poseído

176). This access has allowed authors and illustrators to "include topics not previously dealt with in books for young people" (p. 176). Picturebooks have been breaking barriers during the last two decades to the point that some books are coming closer to being considered "mainstream" literature, rather than "children's literature" (Nikolajeva, 1998).

For more information on Monserrat Godoy's story, see the following Univision story: http://www.eluniversal.com.mx/estados/desde-mexico-monserrat-lucha-por-recuperar-sus-hijas-estadounidenses

Suggested Questions About the Content	Suggested Questions About Style/Literary Devices
Why do Mamá Leona and Papá Leona leave their small jungle for a bigger jungle? CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *Why is Mamá Leona hesitant to leave?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Why is Papá León unhappy with the birth of his second daughter?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	*What does the author mean when she writes that Papá León got possessed by an "evil spirit"?* CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *Who you think the hyenas represent in the story?* CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) *What role does the wall play in the story? Is it also a metaphor?* CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Why does Mamá Leona leave Papá Leon? What are the consequences of this action?
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of ev

Why do family members sometimes hurt each other? How does this affect different members of the family?
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Why couldn't Mamá Leona return to the big jungle? Why is she so sad that she can't return to the big jungle?
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Why would the hyenas take Mamá Leona to a cell?
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text

|	
says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Why does Mamá Leona leave the little jungle for a third time after being released from the cell? How does she feel in the new big jungle near the wall?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

El Pequeño Elfo by Emma Sánchez de Paulsen

An evil wizard calls Mother Fairy to his kingdom, tricking her and casting a ten year-long spell that forces her to remain in his domain. The great father elf and their three sons make weekly journeys to visit the trapped mother fairy, crossing a dangerous bridge patrolled by monsters and ogres. The family suffers many hardships, as both the father elf and the elf sons are injured in battle, fighting fire-breathing dragons. Still, with the help of family and fairy friends, the elves stay strong, forming a triangle of power that will help them one day reunite with the mother fairy.

Sánchez's book is the most "text heavy" of the three. Some children may be overwhelmed by the amount of text in this book, even if a teacher is reading it to them. We suggest (as we would with the other books) to read the book in parts to students, stopping at strategic points to discuss the content and the ideas of the book.

Like, the other two books, this one is also based on the author's real-life experiences. Metaphors and symbols in Sánchez's story guide students through a detailed narration of the family's plight to be together. This book, like Godoy's, also deals with the "mixed status" family. In this book, the elves can enter and exit the Elf Kingdom without having to have a "master key," whereas the mother fairy needs one to enter the
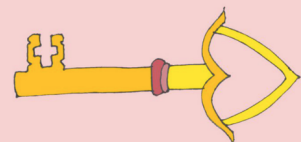
elf kingdom because she was born in the Fairy Kingdom. And, finally, the dedication page, like the other two books, also has pictures of the family and is dedicated to them.

Suggested Questions About the Content	Suggested Questions About Style/Literary Devices
What happened to Little Elf's family when he was two months old? CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *Little Elf's family is not like other families, why?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Even though Little Elf's family is not like others, it feels "normal" to him, why is that?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *What does the mother fairy need a master key to enter the Elf Kingdom but the not the Elves?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text	*Who do you think the "evil wizard" represents? Why do you think he's drawn all in black and without a face?* CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) *What to you think the "master key" is? What does it represent?* CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *The little elves battle "nostalgia dragons," what do you think that means?* CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *What does the "Triangle of Power" represent?* CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Why does the mother fairy take a trip to see the "evil wizard"?
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Even though the Grand Elf and the Fairy love each other, why can't they be together?
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Why did the little elves return to the Elf Kingdom without their mother?
CCSS.ELA-LITERACY.CCRA.R.1

The author writes that many elves have been affected by "dragons," what do you think this means?
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

At the end of the story, the author addresses Little Elf, who do you think he is? Why do you think the author does this?
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *Why does Mother Fairy's sister go to live with her in the Fairy Kingdom?* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	

All the books in this series are connected. The authors worked together to write their books and they all belong to the Dreamers Moms USA Tijuana organization, thus it is not surprising that the books have some similarities in style and content. We suggest that after reading the three books, the teacher work with students to help them make connections across texts and to the larger world. Below are some suggested questions/ideas:

Text to Self	Text to Text	Text to World

What does "family" mean to you? Who do you consider to be a part of your "family"? What does your family do for you? What do you wish they did?	**La Ciudad:** How does mother firefly's family react when they are separated? How does familial love help the firefly and stars reunie? **Mamá Leona:** How do family members sometimes hurt each other? How does Mother Lion find "chosen" family? **Pequeño Elfo:** What are the different types/formations of family that you can see in this story? How do family members help each other?	What are the different kinds of families that we can imagine? What do family members do for one another? How are immigration laws affecting families? What may happen if a family member is forced to leave home?

| **Text to Self**	**Text to Text**	**Text to World**

| What does "home" mean to you? Where do you feel at home? Why? | **La Ciudad:**
What makes a "home" for mother firefly? Why does she call one city "the saddest" and one "the happiest"?

Mamá Leona:
What are Mother Lion's three different homes? Why does she leave or stay in each one?

Pequeño Elfo:
How many homes do the little elves have? How do you think they might feel about each one? Is home a physical place or a feeling? | What different kinds of homes can we imagine? Should everyone have a stable home? What makes a home?

How are immigration laws affecting people's sense of home? Why might people have to leave home? What happens when people are forced to leave home? |

And finally, below are some additional activities students can undertake as they engage with the content and ideas found in the books:

- *Free Writes*
- *Pair-Shares*
- *Small group and whole class discussion*
- *Drawing/artistic responses* to the book to process emotions
- *Illustrating* lines and pages from the stories
- *Writing* stories or poems from the perspective of one of the characters
- *Dance/Movement or Theater/Acting* to retell the stories, process emotions, etc.
- *Interview* people about their immigration experiences
- *Make videos, podcasts, etc.* to share stories and educate others

After/Beyond

Extending the concepts found in this book, and the others, is important. Books are resources (teaching tools) that must be used by teachers in strategic ways. Experts on multicultural children's literature and critical literacy would suggest finding ways to illuminate and extend a reader's (child's) response to the text (Cai, 2008). Gopalakrishnan (2011) defines "critical literacy . . . as a process of becoming literate about a society or group through questioning, through seeing things from various viewpoints" (p. 9). For this,
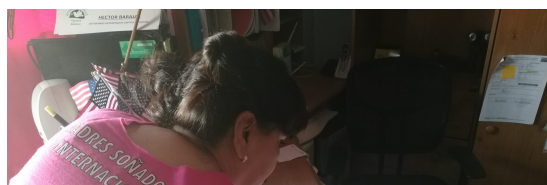
Gopalakrishnan recommends activities that can connect the students' lives to the content or to action. For example, students can meet members of the school community who are immigrants, collect items for local organizations that work with immigrants and deportees, write letters (emails) to children in other countries who have had to leave due to a parent's deportation, etc.

- *Write letters* to deported parents' groups (e.g. Dreamers Moms)
- *Write letters and make postcards* to send to your local representative calling for comprehensive immigration reform and an end to family separation
- *Fundraise:* Ask deported parents' groups what they need and collect items/run bake sales to donate goods and money
- *Protest*: make signs together and attend marches in support of immigrants and against deportation; hold a rally or march at your school or in your community.
- *Know Your Rights*: attend or help organize a "Know Your Rights" training for community members and allies/accomplices. You may work on a specific training geared toward children and families.

Taking Further Action

It is common for people to feel anxious or helpless when they experience and/or learn more about deportation and family separation. It's important to offer options for actions we can take, or to engage in a collective project as a group to address the issues. Below are some options for taking action.

Before (and while) taking action, make sure to collectively consider these important questions: *Who is working on issues of immigration reform locally, and how can you support this work?* Who holds power and is making the decisions around immigration and deportation? Who is most affected? Whose voice and perspective is being heard and whose is missing? Who is telling the story? Where are places where we can best exert pressure and offer support?

Solidarity and Direct Action
- Contact your local representatives about deportation and family separation through an office visit, letter-writing or postcard campaign, or phone bank. Urge them to stop deportations, reunite families, and create a pathway to citizenship for all immigrants.
- Attend local marches, protests and direct actions on issues of immigration

Representation and Awareness Raising
- Create artwork about this issue and share it with members of your community
- Make a pledge to talk to people about this issue and its effects and urge them to contact their government representatives and to vote
- Help disseminate information on their rights and on what people can do to prepare for potential separation, in the event of an ICE raid, if an ICE officer comes to their

door, etc.

Material Resources
- Connect with local non profit organizations and law offices and raise money to support people who are detained or deported, and their families. Hold a bake/food sale, car wash, etc. and let people know where the money is going.

Sanctuary Spaces
- Find out if any local places (e.g. churches) are serving as "sanctuary" spaces where ICE agents cannot enter. See how you can support these spaces (e.g. with donations, volunteering).

Building Relationships and Support
- Write letters and connect on social media with people who are deported and fighting to reunite with their families (e.g. DreamersMoms organization). Ask what you can do to support their work.

Additional Information on Cuentos Para Dormir

The following links are samples of news coverage on the *Cuentos Para Dormir* book series. They can give the teacher additional background information on the books and the themes.

Agonies of exile: Deported mothers separated from their children, wait in limbo at the Mexican border
https://theintercept.com/2017/01/28/deported-mothers-separated-from-their-children-wait-in-limbo-at-the-border/

Book project connections deported Mexican parents with their children
https://www.kcet.org/shows/artbound/book-project-connects-deported-mexican-parents-with-their-children

Deported mothers make new lives in Tijuana
http://www.sandiegouniontribune.com/sdut-deported-mothers-tijuana-2016aug21-story.html

Dreamer mums: Divided by US deportation
http://www.aljazeera.com/programmes/witness/2016/10/dreamer-mums-divided-deportation-161028124029655.html

Dreaming of a happy ending: Bedtime stories capture the longing of deported parents and their children (Los Angeles Times)
http://www.latimes.com/local/great-reads/la-me-c1-deportation-bedtime-stories-201511 14-story.html

How a group of deported mothers are fighting Trump and his anti-immigrant proposals
https://fusion.tv/video/374670/trump-dreamer-moms/

Pro-Immigrant Information and Action Resources:

Find Your Representative

Alto Arizona:http://www.altoarizona.com/
American Friends Service Committee: http://www.afsc.org/
American Immigration Council: https://www.americanimmigrationcouncil.org/
America's Voice: http://www.americasvoiceonline.org/
Border Angels: http://www.borderangels.org/
California Rural Legal Assistance Foundation: https://www.crlaf.org/
Catholic Legal Immigration Network, Inc.: http://www.cliniclegal.org/
CAUSA: http://causaoregon.org
Center for American Progress:
https://www.americanprogress.org/issues/immigration/view/
Coalition of Humane Immigrant Rights of Los Angeles (CHIRLA): http://www.chirla.org/
Define American: https://defineamerican.com/
Farmworker Housing Development Corporation: http://www.fhdc.org/
Farmworker Justice: https://www.farmworkerjustice.org/
Humanizing Deportation: http://humanizandoladeportacion.ucdavis.edu/en/
Justice for Immigrants: http://www.justiceforimmigrants.org/
Migrant Policy Institute: https://www.migrationpolicy.org/
National Network for Immigrant and Refugee Rights: http://www.nnirr.org/drupal/
PCUN-Pineros y Campesinos Unidos del Noroeste/Northwest Treeplanters and
Farmworkers United: http://www.pcun.org/
Presente.org: http://presente.org
Pew Research Center: http://www.pewresearch.org/
Immigrant Voices: https://www.aiisf.org/immigrant-voices/

Suggested Reading:

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