



Book blog: <https://teachinglatinamericathroughliterature.wordpress.com/>

For more resources: <http://www.laii.unm.edu/info/k-12-educators/index.html>

For questions: laiioutreach@unm.edu

Lesson Plan: 2 sessions of 45-minute- 60-minute activity

Grade: 3. ° to 6.° grade	Subject /Discipline: Language and Literature Social studies Visual Arts	Date: 02/23/2026	Prepared By: Lizbeth Sánchez García
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Objectives (Student Learning Objectives) 3-5

Students will:

- Analyze the central theme of Dreamers (identity, migration, language, and resilience).
- Express oneself creatively through personal, family or community narratives about migration and its social effects.
- Identify the power of language, art, and reading as tools for inclusion.

Essential Questions: Questions without easy answers—human conditions. Open ended...

- Why do people leave their place of origin to live in a country foreign to their culture and language?
- What story does the mother tell us about migration?
- Have you seen or experienced situations of discrimination based on language or culture?
- How does history relate to life in Albuquerque?

Professional Standards (Common Core, State Standards and Benchmarks):

<https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf>

Theme 2: Global Immigration and Migration

Anchor Standard

The student demonstrates an understanding of:

Performance Standard

Therefore, the student is able to:

Geography 13. Movement, Population, and Systems

- 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.
- 3.11. Analyze how human settlement and movement impact diverse groups of people.
- 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.

Description of the Lesson or activity	Teacher Materials listed	Student Materials listed	Anticipated Time	Student Guide: (What will students actually be doing at each step?) Write in a way that students can follow
<i>Activating prior knowledge.</i> What would you take with you if you had to move to another country? What types of things do immigrants bring with them when they arrive in a new country?	Whiteboard/flipchart, markers		10 minutes	Students will answer the questions to connect their experiences and perceptions before reading the book.
<i>Guided reading of the book</i> They will all read the book together in the classroom.	Video projector		10 minutes	Students will listen to the story, and they will see what the mother says throughout the story.
<i>Guided discussion</i>	Whiteboard for recording answers.		20 minutes	In groups of 3-4 students will reflect on the

What challenges did they face? What helped the mother and baby cope with this life transition? How have the women in your life been brave or resilient?				questions posed by the teacher.
<i>Visual art through the community backpack</i> The students will work individually or in groups to: • Create their dream backpack: what would you pack in it? (culture, language, traditions, games, clothing). • What do you anticipate facing in a new place? (messages of resilience and resistance).	All the materials that the students need. (colors, magazines, pencils, markers, images, music)		40 minutes	However they have decided to work, each of the groups can focus on expressing the questions through different artistic forms; they can even be encouraged to write a song, create a poem, or a collage.
<i>A phrase</i> • Create or look for a message against racial or linguistic discrimination.		All the materials that the students need.	20 minutes	Students can research a phrase or phrases to include in their work, as a kind of message they want to leave at the end.
<i>Reflection and presentation</i> Each team or student will present their work.			10-15 minutes	In the presentation, in addition to explaining what they did and what it represents, they can add: Something they learned, how it made them feel,

				and something they would like to change in their community.
<u>Formative Assignment(s)</u> • What are ALL the pieces of evidence that students utilize along the way to demonstrate their understanding? In other words, what are all of the artifacts/'proof' that students are engaged in? Discussions also count. • Analysis discussions: Instructor will assess the students' understandings of the importance of promoting respect for linguistic and cultural diversity through a simple rubric. • Group discussions: Instructor will take notes on students' questions and insights into the works as they observe the group discussions. • Exit ticket: students will write an answer to the question; how can we commit to emphasizing inclusion in our schools?				
<u>Summative Assessment</u> (this is typically saved for the end of a larger unit): • What cumulative piece of evidence sums up student learning and ties all the smaller pieces of the lesson and/or unit together? • Students move from reflection to action; in other words, they develop a sense of connection with the people who have had to leave their communities of origin • They will also connect themes of hope, dreams, dignity, and resistance and how the book expresses the courage of migrant women throughout history as agents of change.				