



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

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

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

Grade: 4. ° to 6.° grade	Subject /Discipline: Social Studies / Language Arts	Date: 04/02/2026	Prepared By: Lizbeth Sánchez García
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Objectives (Student Learning Objectives) 3-5

Students will:

- Express the linguistic and cultural characteristics of their communities.
- Participate in respectful dialogues about cultural diversity.
- Organize actions to support migrant and refugee communities.

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

- What is a border?
- How do people celebrate their traditions?
- How can we welcome new families to our community?

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 <i>The student demonstrates an understanding of:</i>		Performance Standard <i>Therefore, the student is able to:</i>		
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.		
History 15. Historical Change, Continuity, Context, and Reconciliation		3.13. Explain how world events impact New Mexico and the United States, both in the past and present.		
History 17. Historical Thinking		3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.		
Description of the Lesson or activity	Teacher Materials listed	Student Materials listed	Anticipated Time	Student Guide: (What will students actually be doing during each step?) Write in a way that students can follow
<i>Activating prior knowledge.</i> If you could express through a word what makes your community special, what would you say? What languages/activities/music/outfits do you hear/see in your neighborhood?	Whiteboard/flipchart, markers		10 minutes	With the support of the teacher, the students will name all the things that make their community special.

<i>Guided reading of the book</i> They will all read the book together in the classroom.	Video projector		15 minutes	The students will read the story together.
<i>Guided discussion</i> To broaden the discussion of the topic addressed in the book, the teacher may ask questions such as: • How do you think the protagonist feels about navigating both places? • What do you observe about the relationship between the two cities? • Do you find any similarities between the story in the book and your own life?	Whiteboard for recording answers.		15 minutes	In groups of 3-4 students will reflect on the questions posed by the teacher. The important aspect of this activity is to invite students to empathize with the story represented in the book.
<i>Let's write letters</i> Let's imagine that we, too, have a friend on the other side—what would you like to tell them? We are going to write a letter; you may use whatever you wish—images, objects, or any item you'd like to use to tell a story. The idea is to talk about a family tradition, as well as traditions from other places you enjoy; if you have visited different places, you are			30 minutes	Individually, students will express—through letters—their feelings, emotions, empathy, sense of belonging, solidarity, and anything else they wish to share. If they don't finish the activity, they can continue it at home, and that gives them the opportunity to

welcome to write about them in your letters.				bring in something they would like to share.
<i>Let's create a bridge through our letters</i> Now they will create a bridge using their letters to form a kind of collective network that can connect two border cities; they may choose whichever cities they wish.	All the materials that the students need. (colors, magazines, pencils, markers, images, music, objects)		30 minutes	For this activity, the children can create a bridge; they could think about how to cross borders by connecting cities.
<i>Reflection and presentation</i> All students will present their bridges to connect their ideas. They may add sounds, words, dance, or whatever else they wish.			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 contribute to support children who have had to leave their communities.
<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 identifying themes of empathy, migration, belonging, and solidarity.				

- 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 do you build a bridge that unites, rather than divides?

Summative Assessment (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 migrants and refugees and find ways to support them.
- They will also put special emphasis on how the strongest communities are those that celebrate their differences and look out for one another.