

ACADEMIC SCHEDULE

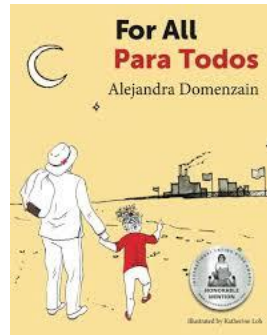
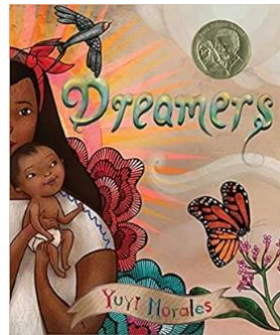
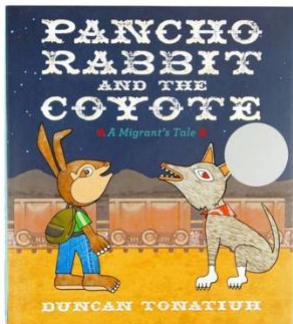
Reimagining the U.S./Mexican Border Through Multimodal Storytelling follows a combined institute format of virtual and in-person sessions at the University of New Mexico.

The essential questions are explored in all the virtual and in-person sessions:

- Essential Question 1: How does storytelling through texts and images promote complex, empathetic discourse regarding the border?
- Essential Question 2: What is multimodality, and what does it mean to read a multimodal text?
- Essential Question 3: How can inquiry practices provide a creative, just, and effective lens for teaching and learning about border issues in my educational space?
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The children's books utilized throughout the institute include:

- Diaz, A. (2021). *Santiago's Road Home*. Simon and Schuster.
- Domenzain, A. (2021). *For All: Para Todos*. Hardball Press.
- Morales, Y. (2018). *Dreamers*. Neal Porter Books.
- Tonatiuh, D. (2013). *Pancho Rabbit and the Coyote: A Migrant's Tale* by Martínez, O. (2006). *Troublesome Border*, Revised Edition. University of Arizona Press.



Readings related to the pre-institute will be emailed to participants in May, before sessions, and include:

- UNM LAII K-12 Resource Guide: Beyond the Bracero's Program: Teaching the Intersections of Migrant Workers, Labor Rights, and Immigration.
- Acevedo, T.; Martinez, C., Reyes, I. (2019). Bridging Borders: Children's Right to Dignity, Civility, and Dialogue. *Innovations in Early Education: The International Reggio Emilia Exchange*. 25(3)
- Brownwell C. & Rashid, J. (2020). Building Bridges Instead of Walls: Engaging Young Children in Critical Literacy Read Alouds. *Journal of Curriculum Studies Research*, 2(1), 76-94.
- Butschi, Corinne & Hedderich, Ingeborg (2021). How to Involve Young Children in a Photovoice Project. Experiences and Results [56 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social* <http://dx.doi.org/10.17169/fqs-22.1.3457>.

Virtual Sessions June 6 and 13, 2025

Virtual Session #1	Presentations	Readings and Resources
<p>June 6, 2025, 3-hour session with a break</p> <p>Time to be organized around most of the participants' availability collected through a Doodle Poll. The sessions will be recorded for those not available for viewing on their own.</p>	<p>Introductions of Project Directors and Participating Educators. Each participant shares name and educational context.</p> <p>A facilitated introduction to the goals and aims of the NEH K-12 summer 2024 institute.</p> <p>Emmy Tither and Rosa E. Prada Vivas Presentation and Discussion: A History of the US-Mexico Border: its Entanglement with Human and Non-Human Lives. Educators will be introduced to the LAll's Teaching the US-Mexico Border resources that encourage K-12 educators to think deeply about the US-Mexico border - its history, how it developed, what it represents, and the ramifications it has had on humans, nonhumans, and the environment. Central to this presentation are displacement and loss of homes in relation to border issues.</p> <p>Project directors provide an overview of the three core texts that will be utilized throughout the institute.</p> <p>Project directors provide overview and training on Padlet features for uploading and retrieving materials.</p> <p>Kaplan and Yu overview of constructing an inquiry project based on an action research approach that will apply to educators' own educational contexts. The presentation emphasizes the essential question: How can inquiry practices provide a creative, just, and effective lens for teaching and learning about border issues in my educational space?</p> <p>Project directors meet in small groups to reflect on the presentation and discuss interests and issues related to the border issues that may support their own inquiry.</p> <p>Asynchronous Provocation: What does home mean to you? In the spirit of the Photo Voice methodology, participants will be prompted to take a photograph and write a short narrative describing what home means to them within their context. For PhotoVoice pieces participants take photographs of things which are meaningful to them. PhotoVoice is a multimodal process in which participants gather information based on their personal context and experience that contributes to research within a community of practice. The photographs they choose are subsequently shared and discussed with</p>	<p>Beyond the Bracero's Program: Teaching the Intersections of Migrant Workers, Labor Rights, and Immigration. UNM LAll k-12 resource guide.</p> <p>Butschi, Corinne & Hedderich, Ingeborg (2021). How to Involve Young Children in a Photovoice Project. Experiences and Results [56 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research http://dx.doi.org/10.17169/fqs-22.1.3457.</p>

	<p>the group on the first day of the institute. Participants will be prompted to upload their pieces to Padlet prior to the in-person institute.</p> <p>Participants will be instructed to decide if they prefer receiving the core texts in Spanish or English and share them with the project directors prior to the in-person institution.</p>	
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Virtual Session #2	Presentations	Readings/Resources
<p>June 13, 2025, 3-hour session with a break</p> <p>Time to be organized around most of the participants' availability collected through a Doodle Poll. The sessions will be recorded for those not available for viewing on their own.</p>	<p>Terry Acevedo and Leo Lundstrom) Interactive presentation: Bridging Borders: Children's Right to Dignity, Civility, and Dialogue. This poignant presentation reflects a multi-modal inquiry project involving young children and adults living in a community along the United States/Mexico border.</p> <p>Participants Engage in Reflection Question with Presenters: What new ideas about constructing an inquiry project about the border shared by Acevedo and Lundstrom contribute to our understanding?</p> <p>Project directors facilitate a presentation and discussion revisiting ideas shared during the first virtual session regarding identifying a problem and implementing a plan of action to address or explore that problem throughout the institute. Throughout the institute, with guidance from the institute facilitators, participants will select one approach from the institute's various multimodal practices to explore and implement to address that self-determined problem.</p> <p>In small groups facilitated by program directors, a discussion brainstorming current issues related to complex narratives regarding the border: How can inquiry practices provide a creative, just, and effective lens for teaching and learning about border issues in my educational space?</p> <p>A large group facilitated discussion regarding travel to the University of New Mexico for an in-person institute and instructions on creating a PhotoVoice piece prior to the institute. The PhotoVoice pieces aim to contribute to exploring the immigrant experience through the lens of place and belonging and will be uploaded to Padlet to contribute to introductions during first in-person institute session.</p>	<p>Acevedo, T.; Martinez, C., Reyes, I. (2019). Bridging Borders: Children's Right to Dignity, Civility, and Dialogue. <i>Innovations in Early Education: The International Reggio Emilia Exchange</i>. 25(3).</p> <p>Brownwell C. & Rashid, J. (2020). Building Bridges Instead of Walls: Engaging Young Children in Critical Literacy Read Alouds. <i>Journal of Curriculum Studies Research</i>, 2(1), 76-94.</p>

	<p>Asynchronous Provocation: What is your journey to the University of New Mexico? Participants will document their travel to the University of New Mexico utilizing Photovoice. They will be prompted to take a photograph of their journey and write a short narrative describing the emotions of their journey and leaving their homes.</p>	
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Residential Session at UNM June 23 - 27, 2025

Date	Presentations/Workshops/Timing	Readings and Resources
<p>Monday, June 23, 2025</p>	<p style="text-align: center;">EXPLORATION OF VISUAL MODALITY</p> <p>9:00 am - 10:30 am</p> <p>The College of Fine Arts Center. Welcome to the University of New Mexico: Beene, Yu, Kaplan, Prada Vivas, and Tither. The project directors will serve coffee and light snacks to educators as they welcome them to UNM and the in-person institute.</p> <p>The project directors distribute Core Texts: <u>Dreamers 2020 by Yuyi Morales, Pancho Rabbit, and the Coyote: A Migrant's Tale by Duncan Tonatiuh, and Santiago's Road Home by Alejandra Diaz.</u></p> <p>Introductions: Project Directors facilitate a discussion of the PhotoVoice pieces reflecting of what home means. The PhotoVoice pieces aim to contribute to exploring the immigrant experience through the lens of place and belonging.</p> <p>10:30 – 11:00 am BREAK and walk to UNM LAll</p> <p>10:45 am – Noon.</p> <p>Meet at UNM Latin American and Iberian Institute. Rosa Pada Vivas shares a presentation and introduction to UNM LAll book collection and teaching resources. Educators are given time to explore the resources and consider what supports their own inquiry project.</p> <p>Noon – 1:00 pm LUNCH</p> <p>Project Directors and graduate students support participants who need to complete and uploading PhotoVoice projects to Padlet.</p> <p>1:00 - 3:00 pm Meet at UNM Fine Arts Library <u>Workshop with Stephanie Beene, UNM College of Fine Arts Librarian</u>: Interactive presentation and discussion of</p>	<p>UNM LAll's children's literature guides. Including: Domenzain, A. (2021). <i>For All: Para Todos</i>. Hardball Press.</p> <p><i>Dreamers 2020</i> by Yuyi Morales</p> <p>Beene, S. & Thompson, D. S. (2022, June). Focusing on 'slow looking': An exploration of techniques to develop critical observation habits. <i>Art Documentation</i> 41(1).</p>

	<p>Visual Thinking Strategies. Beene will use slow looking strategies guided by studying projected images of contemporary artists that explore border issues. Next, Beene will utilize the children’s picture book Dreamers Yuyi Morales. Beene will discuss how the imagery in Dreamers reflects the story of finding your way in a new place and navigating an unfamiliar world and the myriad gifts migrants bring when they leave their homes.</p> <p>3:00 – 3:15 PM Coffee and Snack Break</p> <p>3:00 – 4:00 pm Yu, Kaplan, and Tither facilitated small group discussion and reflection of participants’ PhotoVoice projects that illustrate their journey to UNM. What emotions were experienced and how are these emotions illustrated through photographs and text? What new ideas regarding home contribute to our understanding of unfamiliar places?</p> <p>Participants are instructed to create an additional PhotoVoice piece during the institute of a poignant moment expanding on the question of what home means to them.</p> <p>4:00 - 5:00 pm - Project directors meet to reflect on interactions from the day and confirm plans for the following day.</p>	
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Day Two Residential Institute

Day	Presentations/Workshops/Timing	Readings and Resources
<p>Tuesday June 25, 2025</p>	<p>EXPLORATION OF VOICE AND SOUND MODALITIES</p> <p>9:00 am - 9:30 am Participants gather at UNM Masley Hall. Time is given for reflections and questions based on the prior day.</p> <p>9:30 – 12:00 pm (including break)</p> <p><u>Workshop and Presentation and Writing Workshop with children’s author Alexandra Diaz:</u> This workshop will take place in Masley Hall Classroom. Alexandra Diaz, Santiago’s Road Home captures the experience of illegal immigration from a child’s point of view. Diaz will share creative writing strategies for engaging with voice and text regarding the</p>	<p>Santiago’s Road Home by Alexandra Diaz.</p> <p>Action research planning guide designed by project directors.</p> <p>Cities and Memory https://citiesandmemory.com/</p>

	<p>protagonist's interpretations of home and displacement.</p> <p>12:00 – 1:00 pm LUNCH</p> <p>1:00 - 2:30 pm <u>Workshop with Emmy Tither and Exploration of Sound</u> <u>Modality:</u> This workshop will take place in Masley Hall Classrooms. Participants will be guided in an autoethnographic exploration of their sonic home. Participants will explore the concept of "home", what it means to others, and what it means to them. Tither will share the Cities and Memory a global sound art and field recording project featuring more than 6,000 sounds from over 120 countries and territories. More than 1,600 sound artists from around the world have contributed to the project so far which utilizes field recordings, foley, oral histories, and composed music. Tither will connect the experience to Santiago's Road Home and the sounds experienced on the border. Participants will engage with their own imagery of home to construct a soundscape by building a portable, sonic version of "home" that crosses borders of time and space. Multiple materials will be available for soundmaking, including use of outdoor spaces.</p> <p>2:30 - 2:45 pm BREAK</p> <p>2:45 - 4:00 pm Yu, Kaplan, and Tither: Construct communities of practice based on interests and/or age level. This will be determined by the project directors in collaboration with the participants. Participants meet in communities of practice to revisit how voice and the modality of sound contribute to their inquiry and action research. Action research planning forms designed by the project directors will be shared for use throughout the rest of the institute.</p> <p>4:00 - 5:00 pm - Project directors meet to reflect on interactions from the day and confirm plans for the following day.</p>	
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Day Three Residential Institute

Date	Presentations/Workshops/Timing	Readings and Resources
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<p>Wednesday June 25, 2025</p>	<p style="text-align: center;">EXPLORATION OF VOICE, TEMPO, AND IMAGERY MODALITIES</p> <p>9:00 am – 9:30 am Participants gather at UNM Masley Hall. Time is given for reflections and questions based on the prior day.</p> <p>10:00 – 12:00 pm</p> <p><u>Workshop with Dr. León de la Rosa Carillo</u> professor and researcher in the Art Department at Universidad Autónoma de Ciudad Juárez. This virtual workshop will take place in Masley Hall. Participants will consider the performative aspects of storytelling, including tempo and tone of voice, while engaging with poetic language. Participants will interact with the children’s picture book, <i>Pancho Rabbit and the Coyote: A Migrant’s Tale</i> by Duncan Tonatiuh (2013), which equates the stories of animals to the hardship and struggles facing families who seek to make better lives for themselves and their children by illegally crossing the borders. Educators learn about De la Rosa Carillo’s <i>Haikus in Peril</i> (2019), created for 516 ARTS exhibition about various species, the river, people, and animals affected by the border wall.</p> <p>12:00 pm – 1:00 pm LUNCH</p> <p>1:00 – 3:30 pm Workshop with Claudio Perez, Border Doors Exhibition Project</p> <p>3:30 – 4:00 pm Participants meet in communities of practice to revisit how the combined modalities of tone, text, and imagery contribute to their inquiry questions and action research plans.</p>	<p><i>Pancho Rabbit and the Coyote: A Migrant’s Tale</i> by Duncan Tonatiuh (2013)</p> <p><i>Haikus in Peril</i> (2019)</p> <p>UNM LALI: <i>Reimagining the US- México Border</i> (lesson plans and resource guide) – bilingual in Spanish and English</p>
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Day Four: Residential Institute

Date	Presentations/workshops/Timing	Readings/Resources
<p>Thursday June 26, 2025</p>	<p style="text-align: center;">EXPLORATION OF IMAGERY AND EMBODIED MODALITIES</p>	<p><i>Dreamers</i> by Yuyi Morales</p>

	<p>9:00 am - 9:30 am Participants gather at UNM Masley Hall. Time is given for reflections and questions based on the prior day.</p> <p>9:30 - noon In Person Workshop in Masley Gallery with Jeanette Hart-Mann: Agavaganza - Bats Without Borders. Professor Jeanette Hart Mann of UNM's Center for Environmental Studies and Humanities relates the border to the lived experiences of bats. Hart Mann relays her teaching methods and creative practice within the arts-based inquiry project, Agavaganza - Bats Without Borders, during which she worked with the Borderlands Restoration Network, guest writer Francisco Cantu (2018), and visiting artist Karima Walker to explore the complex lives of bats and humans and the landscape of the U.S/Mexican border. Hart-Mann engages with participants in multi-modal inquiry strategies that may be utilized for their own action research projects.</p> <p>Noon – 1:00 pm LUNCH</p> <p>1:00 - 2:00 pm In Masley Hall classrooms, participants meet with project leaders to in communities of practice to revisit how embodied inquiry may be explored through Dreamers by Yuyi Morales and Pancho Rabbit and the Coyote: A Migrant's Tale by Duncan Tonatiuh and Santiago's Road Home by Alexandra Diaz.</p> <p>2:00 - 2:15 pm BREAK</p> <p>2:00 - 4:00 pm –Project Directors meet with Learning Communities at Art Department computer labs to assist development of final PhotoVoice pieces based on a memorable moment from institute and new understandings of home.</p> <p>4:00 - 5:00 pm - Project directors meet to reflect on interactions from the day and confirm plans for the following day.</p>	<p>Pancho Rabbit and the Coyote: A Migrant's Tale by Duncan Tonatiuh</p> <p>Hart-Mann, J. (2018). Agavaganza - Bats Without Borders. UNM LandArts and Borderlands Restoration Network.</p> <p>Santiago's Road Home by Alexandra Diaz.</p> <p>Sciurba, K., Hernandez, S.J. & Barton, R.C. (2021). Humanizing the Journey Across the Mexico–U.S. Border: Multimodal Analysis of Children's Picture Books and the Restorying of Latinx (Im)migration. Child Lit Educ. (52). 411–429.</p>
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Day Five: Residential Institute

Date	Presentations/Workshops/Timings	Readings/Resources
Friday	EXPLORATION of MOVEMENT	

<p>June 27 2025</p>	<p>9:00 – 9:30 am Participants gather at UNM Masley Hall. Time is given for reflections and questions based on the prior day.</p> <p>9:30 - Virtual Workshop will take place at the UNM Art Museum, third floor education gallery. Sandra Paola López Ramírez (EdM, MFA) leads the University of El Paso Rubin Center's emerging Community Engaged Practices in the Arts Program, collaborating with artists, campus and community partners to create opportunities for students to begin to develop meaningful practices that value both aesthetic and relational outcomes. She is an interdisciplinary dancemaker, cultural organizer, improviser, and mother. She was born and raised in the lush Andes mountains and her relationship to the Andean landscape and her mixed heritage deeply influences her artistic work and activism. Lopez's workshop will project and juxtapose the participants imagery of home from their PhotoVoice pieces with images from the border. Lopez's creative embodied processes will generate sensations of reimagined ideas of the border, displacement, and the meaning of home.</p> <p>12:00 - 1:00 pm LUNCH</p> <p>1:00 – 2:00 pm Participants work meet in communities of practice to revisit how multi-modal inquiry contributes to action research. Work on collaborative presentations with project directors.</p> <p>2:00 – 3:00 pm Collaboratively reflect on participants' newly created PhotoVoice pieces of home.</p> <p>3:00 - 4:00 pm Discuss the next steps for meeting with UNM ECHO and working independently on inquiry plans within contexts. Celebration with snacks to conclude the institute.</p> <p>4:00 - 5:00 pm - Project directors meet to reflect on interactions from the day and confirm plans for next steps.</p>	<p>Dreamers by Yuyi Morales</p> <p>Pancho Rabbit and the Coyote: A Migrant's Tale by Duncan Tonatiuh</p> <p>Santiago's Road Home by Alexandra Diaz.</p> <p>Wissman, K. (2019). Reading Radiantly: Embracing the Power of Picturebooks to Cultivate Social Imagination. <i>Bookbird: A Journal of International Children's Literature</i> 57(1). 14-25.</p>
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In Between Sessions

July, 2025: Project directors will be available between residential and virtual ECHO sessions to support the participants in constructing their implementation. Some participants may start their school year earlier than others. Therefore, implementation plans may take place at different times.

July 2025: Project directors meet with the ECHO Team to plan the virtual sessions.

July 2025: Participants are sent a Doodle Poll to determine the day and time of virtual ECHO Sessions. The sessions will be recorded and placed on the Padlet for those who cannot attend.

Virtual Sessions, ECHO Communities of Practice Format

Day	Topic and Presentations
August, Day and Time TBD 3 Hours with Break	<p style="text-align: center;">UNM ECHO: Community of Practice</p> <p>Planning for Implementation: How can inquiry practices provide a creative, just, and effective lens for teaching and learning about border issues in my educational space?</p> <ul style="list-style-type: none"> • 30 minutes is designated ECHO Team to discuss their platform and for further reflections on the residential institute. • 1 Hour presentation and discussion facilitated by ECHO Team and project directors based on: How can I bridge the gap between planning and implementation? How does implementation vary based on context? The presentation will share strategies for documenting their implementation plans. • 1.25 Hour allocated for small group sharing of implementation plan and receiving feedback from others in their group. Utilizing ECHO's model for sharing and feedback, participants will share their implementation plans, including choice of children's book and modality within a particular education context. <p>Readings and Resources TBD based on needs of participants for implementation and planning presentations.</p> <p>Asynchronous Provocation: Participants gather documentation in the forms of photographs, observational notes, and reflective writings that reflect the implementation of their plans. The select photographs and reflective writings will be uploaded on ECHO platform.</p>
September, Day and Time TBD 3 Hours with Break	<p style="text-align: center;">UNM ECHO: Community of Practice</p> <p style="text-align: center;">Reflection on Implementation in Context</p> <ul style="list-style-type: none"> • 2 Hours (with break) is designated for participants to share reflections from their implementation plans – including chosen children's book and modality and lessons learned and responses from learning community. • 45 minutes is a facilitated planning session for ECHO session reaching out to a broader audience. <p>Readings and Resources TBD based on needs of participants for implementation and planning presentations.</p> <p>Asynchronous Provocation: How to design a presentation for the larger audience? Participants will meet at chosen times with project directors to create two slides that reflect chosen children's book, modality, and inquiry and implementation.</p>

<p>October, Day and Time TBD 3 Hours with break</p>	<p style="text-align: center;">UNM ECHO Outreach to Broader Audience The schedule will be finalized with UNM ECHO Team</p> <ul style="list-style-type: none"> • 15 minutes for project directors to discuss reflection on the institute, sharing final PhotoVoice pieces and multimodal concepts explored during the institute. • 1 Hour for institute participants share the issues explored within through their action research projects • 30 minutes for invited institute artists/scholars to share strategies for multimodal engagement with border issues and children’s literature. • 30 minutes engaging audience with ECHO’s case study approach. Propose an issue exploring children’s literature about the border and brainstorm strategies. • 15 – 30 minutes for question-and-answer session with audience. <p>The following additional resources will be shared with audience via ECHO platform:</p> <p>Brownwell C. & Rashid, J. (2020). Building Bridges Instead of Walls: Engaging Young Children in Critical Literacy Read Alouds. <i>Journal of Curriculum Studies Research</i>, 2(1), 76-94.</p> <p>Brownell, C. J. & Rashid, A. (2020). Building bridges instead of walls: Engaging young children in critical literacy read alouds. <i>Journal of Curriculum Studies Research</i>, 2(1), 76-94.</p> <p>Sciurba, K., Hernandez, S.J. & Barton, R.C. (2021). Humanizing the Journey Across the Mexico–U.S. Border: Multimodal Analysis of Children’s Picture Books and the Restorying of Latinx (Im)migration. <i>Child Lit Educ.</i>(52). 411–429.</p>

REFERENCES AND RESOURCES

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Butschi, Corinne & Hedderich, Ingeborg (2021). How to Involve Young Children in a Photovoice Project. Experiences and Results [56 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 22(1), Art. 5, <http://dx.doi.org/10.17169/fqs-22.1.3457>.

Cantú, F. (2018) *The Line Becomes a River: Dispatches from the Border*. Riverhead books.

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<https://citiesandmemory.com/>

Arizpe, E. (2021). The state of the art in picturebook research from 2010 to 2020. *Language Arts*, 98(5). 260-272.

Bazalgette, C. (2010). *Teaching Media in Primary Schools*. Sage Publications

Beene, S. & Thompson, D. S. (2022, June). Focusing on 'slow looking': An exploration of techniques to develop critical observation habits. *Art Documentation* 41(1).

Brownell, C. J. & Rashid, A. (2020). Building bridges instead of walls: Engaging young children in critical literacy read alouds. *Journal of Curriculum Studies Research*, 2(1), 76-94.

Callow, J. (2017). "Nobody Spoke Like I Did": Picture books, critical literacy, and global contexts. *The Reading Teacher*, 71(2), 231– 237.

De la Rosa Carillo, L. (2019). *Haikus in Peril*. Created for 516 ARTS exhibition: *Species in Peril Along the Rio Grande*.

Diaz, A. (2021). *Santiago's Road Home*. Simon and Schuster.

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González, N. (2001). *I Am My Language: Discourses of Women and Children in the Borderlands*. University of Arizona Press.

Halvorsen, A. L. (2017). Children's learning and understanding in their social world. In M. M. Manfra & C. M. Bolick (Eds.), *The Wiley Handbook of Social Studies Research* (pp. 385-413) Wiley-Blackwell.

Hart-Mann, J. (2018). *Agavaganza - Bats Without Borders*. UNM LandArts and Borderlands Restoration Network.

Hauver, J. (2019). *Young children's civic-mindedness*. New York, NY: Routledge.

Morales, Y. (2018). *Dreamers*. Neal Porter Books.

Sachdeva, S. (2019). Reconceptualizing civic education for young children: Recognizing embodied civic action. *Education, Citizenship and Social Justice*, 15(1), 35-46.

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Katch, J. (2018). Seeing Me in You: Teaching Empathy and Learning Courage Through Picture Books. *Schools: Studies in Education*, 15(2), 216-227.

Tonatiuh, D. (2013). *Pancho Rabbit and the Coyote: A Migrant's Tale* by Martínez, O. (2006). *Troublesome Border*, Revised Edition. University of Arizona Press.

Vasquez, V. M. (2014). *Negotiating critical literacies with young children*. Routledge.

Wissman, K. (2019). Reading Radiantly: Embracing the Power of Picturebooks to Cultivate Social Imagination. *Bookbird: A Journal of International Children's Literature* 57(1). 14-25.

516 ARTS exhibition catalogues:

MIGRATORY / MIGRATORIA When the Dogs Stop Barking / Cuando los perros dejan de ladrar with/con Minerva Cuevas (2022).

Migratory Yellow Pages / La Sección Amarilla de la Migración.(2022).

Species in Peril Along the Rio Grande Exhibition Catalog (2019). Land Acknowledgement by Rosie Thunderchief with Roger Fragua and Brophy Toledo. Preface by Suzanne Sbarge, Executive Director of 516 ARTS. Essays by curators Josie Lopez, PhD and Subhankar Banerjee & journalist Laura Paskus.

UNM LALI Resource Guides:

Beyond the Bracero's Program: Teaching the Intersections of Migrant Workers, Labor Rights, and Immigration. UNM LALI k-12 resource guide.

Para Todos: Teaching immigration and activism in the K-12 classroom.