



# Supporting Resilience and Social-Emotional Learning:

Support for Immigrant and Refugee Students Project - Phase II

Classroom Lesson Module Grades 3-5



In collaboration with:





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## Lesson 1: Developing Resilience

### GRADES 3-5 MODULE OVERVIEW

Lesson 1: Developing Resilience (90 minutes)	Lesson 2: A Literature-Based Discussion About the Immigrant Experience (120 – 180 minutes)
<ul style="list-style-type: none"><li>• Activity 1: Tapping into External Resources</li><li>• Activity 2: Resilience Gallery</li><li>• Activity 3: Role-Play for Empathy</li></ul>	<ul style="list-style-type: none"><li>• Discussion 1: Hope and Disappointment</li><li>• Discussion 2: Determination</li><li>• Discussion 3: Despair</li><li>• Discussion 4: Persistence and Hope</li></ul>

#### Teacher Background

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of [stress](#) – such as family and relationship problems, serious health problems, war trauma, financial hardships or *other* stressors. It means "bouncing back" from difficult experiences.

Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. One example is the response of many Americans to the September 11, 2001, terrorist attacks and individuals' efforts to rebuild their lives.

Being resilient does not mean that a person does not experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone.

American Psychological Association and Discovery Health Channel (April 2013).

*The Road to Resilience*. University of Illinois, Springfield (UIS).

[https://www.uis.edu/counselingcenter/wp-content/uploads/sites/87/2013/04/the\\_road\\_to\\_resilience.pdf](https://www.uis.edu/counselingcenter/wp-content/uploads/sites/87/2013/04/the_road_to_resilience.pdf)

## Preface

The recent wave of migrants seeking to enter the United States arrive at our border after experiencing many different events, including very traumatic experiences. In addition, many of the children enter our schools after suffering deprivation, fear, and separation from their loved ones and everything they have ever known. Recognizing the pervasiveness of trauma and its impact on cognitive, physical, and emotional functioning of these schoolchildren, this second phase of the Support for Immigrant and Refugee Students (SIRS) Curriculum aims to support student in developing tools that will help them find a sense of safety and the ability to cope in moments of stress when participating in classroom activities.

Experts define trauma as:

*“. . . the result of an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life- threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”<sup>1</sup>*

*Concept of Trauma and Guidance for a Trauma-Informed Approach, Pg. 7*

By providing a context of understanding, these modules hope to develop resilience, empathy, and hopefully facilitate or begin the healing process among students who experience them by applying the principles of a trauma-informed approach, specifically the principles of safety; trustworthiness; collaboration; empowerment/voice/choice; and cultural/historical/gender issues. In this regard, the lessons are structured to develop a sense of safety in the interactions that take place between and among students by promoting trust and collaboration. The goal is recognize and give voice to students' experiences so that understanding is built and biases, beliefs, and stereotypes are challenged.

Phase II of the SIRS curriculum is designed to work in tandem with the [modules in Phase I](#). While Lesson 1, in the Phase I Modules, was designed to build community and empathy by recognizing and communicating thoughts and feelings, Lesson 1 in the Phase II Modules is intended to support all learners' emotional safety, especially students who have experienced trauma. This lesson provides students with basic tools to help them cope with their emotions during stressful situations in the classroom setting. Lesson 2 of the Modules continues with the goal of building empathy and understanding for the experience of refugees and immigrants. This goal is aligned to the *Collaborative for Academic, Social, and Emotional Learning's (CASEL)* framework for Social and Emotional Learning Competencies that promotes the learning of skills and behaviors to enhance students' capacity to deal effectively with daily tasks and challenges<sup>2</sup>.

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<sup>1</sup> Substance Abuse and Mental Health Services Administration (2014). SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884, Rockville, MD.

<sup>2</sup> *Collaborative for Academic, Social, and Emotional Learning (2017). Framework for SEL Competencies.* <http://CASEL.org/core-competencies/>

**Before starting this Module:** Due to the sensitive nature and topic of this Module, it is strongly suggested that teachers communicate with the students' parents ahead of time. Make the reason for including this curriculum clear and assure families that schools are safe zones and that all classroom discussions and information are strictly confidential and protected.

## Establishing Norms

Most teachers develop a system for establishing community in order to get students to feel comfortable sharing and expressing their ideas and feelings with their peers, such as though a "Magic Circle." If the class is not used to sharing their feelings and ideas, it will be important to develop a level of trust and comfort so that such things may happen. The first step is to establish norms by teaching and modeling behaviors that are conducive to a positive social climate. With older students, norms that promote a feeling of safety, confidentiality, and establish trust in a group can be developed by the group members. Younger students would need to be given the norms. In either case, it is important that the students **own** these rules and understand that the norms will not only help them get along together by getting to know each other better but feel good about themselves and others.

These are four essential norms for establishing community:

1. We listen attentively to what others have to say.
2. We don't make fun of or put anyone down.
3. We have a right to decide if, what, and when we'll share.
4. What is shared in our group, we keep in our group.

An essential component to ensure the successful practice of these behaviors is teacher modeling. This can only happen if, as teachers, we are true and authentic to the message. It's what Jeanne Gibbs (2006)<sup>3</sup> called being REAL and HEART-CONNECTED.

The teaching environment is important. Sitting in a circle, where everyone can see and hear each other, is more conducive to establishing communication creates a feeling of community. Likewise, it would be important for the teacher to be part of the group and not place himself/herself in a position that establishes hierarchy or is perceived as one of power, especially with older students. Be willing to share your experiences and feelings whenever you ask students to share either orally or in writing.

Lesson 1 is comprised of three activities based on trauma-informed practices. They are intended to provide students with tools to begin the development of resilience and self-regulation, which are an integral part of acquiring socio-emotional competencies. The activities may be taught sequentially or independently of each other.

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<sup>3</sup> Gibbs, J. (2006). *Reaching All by Creating Tribes Learning Communities*. Windsor, CA: CenterSource Systems

## Activity 1: Tapping into External Resources

### I. Instructional Focus

Begin to develop resilience by recognizing and utilizing one's external resources as a tool to cope with stress and negative emotions.

### II. Objectives

- A. To help students identify an external resource that they can call upon when they feel upset, scared, or threatened.
- B. Expand students' vocabulary to help them describe or visualize.

### III. Standards

CCSS ELA Speaking and Listening Strands 1 and 2  
ELD Standards 1.A.1, 3 and 4; I.B.5

### IV. SEL Competencies

Self-Awareness – emotions, thoughts and value recognition  
Self-Management – emotions, thoughts and behavior regulation, goal setting  
Social Awareness – understanding, empathizing, cultural awareness  
Relationship Skills – communication, cooperation, empathy  
Responsible Decision Making – analyzing situations, identifying and solving problems

### V. Materials and Resources

- A. Markers, crayons, or tempera paint, and brushes
- B. Art paper
- C. *Wilfred Gordon MacDonald Partridge* by Mem Fox, Kane/Miller Books, 1989
- D. [Activity 1 – Teacher Resource: Emoji Chart](#)

### VI. Vocabulary

Adjectives: Feeling and descriptive words  
External resources

### VII. Introduction

- A. Tell students that they will learn a way to help themselves when they feel upset or unhappy.
- B. Sitting in a circle, brainstorm with students the different types of feelings people have. Contribute to the brainstorm if needed, giving examples to help students understand the meaning of each word. Display [Teacher Resource](#) if students need vocabulary support.



### VIII. Input

<Read Aloud>

1. Tell students you will read them a story called *Wilfred Gordon MacDonald Partridge*.
2. If the story is known to the students, ask them what it was about and why they remember it.
3. Tell students that you will read the story to show them how Wilfred used an external resource to help Miss Nancy remember or think about events in her life, and how they made her feel.
4. Explain that a "resource" is *anything that helps us feel good, loved, strong, and safe*. An "external resource" can be a friend, a family member we can talk to, or a concrete object such as a painting. It can include thinking about/visualizing people, favorite places, or things that make us feel happy or calm by remembering something about them. Chart and display the definition of an "external resource."
5. Tell students that, as you read, they should pay attention to each external resource mentioned in the story and how it made Miss Nancy feel. Share the graphic organizer they will complete after reading the story.
6. Read the entire story without comments. Then show the illustrations again rereading as necessary to help students identify the resources Wilfred might have used.

Table 1. Sample of completed graphic organizer

External Resource	Feelings
Egg	Warm, Happy, Wonder
Shell	Hot, Excited, Happy
Medal	Love, Sad
Puppet	Happy
Football	Happy, Friendship

7. Ask, "What kind of memories and feelings did most of the objects give Miss Nancy?"
8. Point out that we can have mixed feelings/emotions about things like Wilfred and Miss Nancy had with the medal. Explain that when we are upset and sad, we want to use resources that will help us feel good and/or calm.

### IX. Reflective Discussion

- A. Model and have students identify and share an external resource that makes them feel happy when they hold it or look at it.
- B. Ask students to identify and use their five senses to describe their external resource. They should draw a picture as well and, if possible, bring it to the classroom.

- C. Model and encourage students to ask questions or comments such as, What else about your external resource makes you feel \_\_\_\_? I have felt the same when \_\_\_\_\_. What other feelings do you have? When?

**X. Closure**

- A. Discuss the different external resources and feelings described to point out similarities and differences. Explain that using an external resource that makes them feel happy can help them manage their emotions and feel better or calmer when they feel upset or scared.
- B. Remind students that people or places they can go to or think about are also important external resources to help them feel better.
- C. Establish a "Peaceful Place" where student can keep their resource and go to deescalate and use the strategies learned to calm their bodies.
- D. A "Peaceful Place" can be designated in any quiet corner of the classroom or near the teacher's desk. The steps to "Square Breathing" should be displayed for students to access. See "Follow-up Activities B."

**XI. Follow-up Activities**

- A. Literature Log: Write about a time when you were feeling upset, and something helped you feel better. What happened? How did it help?

Note: Be part of the community. Write your own Literature Log entry in response to the prompt. If you would like to be able to support and observe students during the writing, have it ready ahead of time. Responses can be shared in a small group setting or one on one.

- B. Teach or remind students how to breathe to help them calm down.
1. Model noticing feelings of trigger or dysregulation. Ex: I notice that I am upset because \_\_\_ took my pencil away. Then looking at your external resource, put your hand on your belly and breath as you count slowly to five.  
<TPR alternative: "Square Breathing">
  2. Remind students that whenever they are feeling a strong emotion, they can use their "external resource" to help them feel better.

## Activity 2: Resilience Gallery

### I. Instructional Focus

Begin to develop resilience by recognizing that having a positive attitude is an important factor in our ability to accomplish our goals.

### II. Objectives

- A. To understand the difference between pessimism and optimism and begin to develop self-efficiency.
- B. To build understanding of perseverance by identifying how people they know overcame obstacles to accomplish their goals.

### III. Materials

- A. Paper
- B. Markers
- C. Computers
- D. Video cameras
- E. Literature Logs
- F. [PowerPoint, Lesson 1 – Resilience](#)
- G. [Activity 2 – Teacher Resource 1: Sample Venn Diagram](#)
- H. [Activity 2 – Teacher Resource 2: Sample Interview Question](#)
- I. [Activity 2 – Teacher Resource 3: We Say We Are Poster](#)

### IV. Vocabulary

Resilience    Perseverance    Optimism    Pessimism    Goals

### V. Introduction

Tell students that they will be participating in an activity that will help them understand how we can achieve and improve if we try hard and do not let challenges and setbacks get us down.

### VI. Input

- A. Introduce the vocabulary words
- B. Show [PowerPoint Slides 2 and 3](#) and read the definitions of *resilience* and *perseverance*.
- C. Show [PowerPoint Slide 4 or 5](#). Ask students to describe what they see in the photo and to describe how they think the photo illustrates the idea of resilience and perseverance.
- D. Make sure students can articulate the idea that a plant growing amidst asphalt shows perseverance and resilience because it grows despite having little soil and water.

- E. Introduce the words *optimism* and *pessimism*. In table groups, ask students to brainstorm what the words mean. Point out the cognates in Spanish. Record their thoughts about what the words mean in a class Venn Diagram ([See Teacher Resource 1 – Sample Venn Diagram](#)).
1. Show [PowerPoint Slides 6 and 7](#) with the definitions of the words. Explain that optimistic people believe that difficulties can be overcome so they persevere and take action, while pessimists believe that challenges never get easier or go away. So, they give up on their goals when obstacles come along.
  2. Show [PowerPoint Slide 3 or 4](#) again and ask students to think what an optimistic person will say when seeing the plant vs. what a pessimist would say.
  3. Think-Pair-Share: Ask students to share examples of challenges in the school context. Debrief.
  4. Use the [Venn diagram](#) to add new understandings in a different color ink. Guide students to identify the facing/encountering challenges/problems as something both types of people have in common.
- F. Think-Pair-Share:
1. Think of a time when you felt optimistic about getting something done even though it was difficult. What did you do? What happened?
  2. Share with your partner.
  3. Debrief as a class. Refer to the [Venn Diagram](#) to identify behaviors in common with the definition of optimistic people.
  4. Literature Log:  
List 1-3 things that are challenging for you at school.

## VII. Reflective Discussion

- A. Tell students that they will learn from people they know e.g., relatives, friends, how they persevered and were able to reach their goal.
- B. Tell students that they will be asked to interview an adult in their life to learn how their perseverance and optimism helped them accomplish a long-term goal. Then, they will use the interview to create a poster, write an essay, or create a PowerPoint presentation and present it in their Resilience Gallery.
- C. Generate interview questions around the goal set by the interviewee, obstacles they overcame in the process and the impact on their life after accomplishing their goal. See [Teacher Resource 2: Sample Interview Questions](#).
- D. If possible, bring guests to the classroom so students can practice interviewing and begin to understand what they need to look for when identifying an adult they might want to interview.
- E. Students present to the whole class.

### **VIII. Closure**

- A. After the presentation, discuss in a whole group the similarities among the interviewees. Chart ideas.
- B. Ask students to return to their Literature Log entry. See Input F.4
- C. Ask students to reflect, choose one challenge, and write down one step they will take to overcome it. If needed, ask for volunteers to share one of their challenges and brainstorm solutions with their classmates. What are the possible next steps? For example, a struggling reader could commit to practicing reading 15 minutes every day, or practice reading and writing high-frequency words.

### **IX. Follow-up Activities**

- A. Read Alouds:
  - Read biographies of people such as Martin Luther King, Ann Sullivan, and Marie Curie, who overcame many challenges to accomplish their goals. Identify their goal and the steps they took to overcome challenges.
- B. Promote a growth mindset by helping students internalize positive ways to describe their challenges using words that foster resilience and help them overcome failure. Display [Teacher Resource 3: We Say We Are Poster](#) or download [Lesson 1 PowerPoint, Slide 8](#). Also available as a downloadable free poster from <https://s18670.pcdn.co/wp-content/uploads/poster-we-say-weareteachers-final.pdf>

## **Activity 3: Role-Play for Empathy**

### **I. Instructional Focus**

Begin to develop resilience by recognizing that having a positive attitude is an important factor in our ability to accomplish our goals.

### **II. Objectives**

- A. To understand the difference between pessimism and optimism and begin to develop self-efficiency.
- B. To build understanding of perseverance by identifying how people they know overcame obstacles to accomplish their goals.

### **III. Materials**

- A. [Activity 3 – Student Handout: Empathy Role Playing Cards](#)

### **IV. Vocabulary**

Role-play   Empathy   Situation

## V. Introduction

- A. Tell students that one way to help others through difficult situations is by showing empathy. [Show PowerPoint, Activity 2 Slide 10](#) with the definition of Empathy.
- B. Tell students that when we show empathy for others, we are showing how deeply we understand. Usually, this means that something very similar has happened to us and we really do feel what the person feels when we realize their situation. We can put ourselves in their shoes. When showing empathy, one could say, *"That happened to me once, and it made me so mad."* Even if we haven't been in a similar situation, we can still feel and show empathy by looking at the situation the way another person sees it.
- C. <https://www.youtube.com/watch?v=icllUdTEQnU&feature=youtu.be>  
Interviews with multi-cultural students from Bronx public schools show kids explaining what empathy is and giving examples. This character education video is from the [Start Empathy project](#), a good resource for teachers looking to increase empathy at school.

## VI. Input

- A. Ask students if they have ever been in a situation where they tried to make someone feel better about what happened to him/her. What happened?  
Ask, *"How did you show empathy?"*
- B. Tell students that each table group will get a Role-play card describing a situation (see [Activity 3 - Student Handout: Empathy Role-Playing Cards](#)).  
They will decide as a group who and how to role-play what is described on the card and what to say.
- C. Choose one of the Role-Play cards and have two volunteers role-play the situation.

## VII. Reflective Discussion

- A. Divide the class into groups of four and have them select a team leader, a timekeeper, and two volunteers to role-play. Ask the team leaders to read the Role-Play card and have the groups discuss the situation and plan the response.  
Give them time to rehearse, and then they will present to the rest of the class.
- B. Debrief after each presentation.

## VIII. Closure

As a class, discuss what they learned about empathy from the role-plays.

## IX. Follow-up Activities

Read and discuss stories where the character is faced with a situation similar to those the students have role-played. Discuss similarities and differences with their own experiences.

## Lesson 2: *Pancho Rabbit and The Coyote*: A Literature Based Discussion About The Immigrant Experience

### GRADES 3-5 MODULE OVERVIEW

Lesson 1: Developing Resilience (90 minutes)	Lesson 2: A Literature-Based Discussion About the Immigrant Experience (120 – 180 minutes)
<ul style="list-style-type: none"><li>• Activity 1: Tapping into External Resources</li><li>• Activity 2: Resilience Gallery</li><li>• Activity 3: Role-Play for Empathy</li></ul>	<ul style="list-style-type: none"><li>• Discussion 1: Hope and Disappointment</li><li>• Discussion 2: Determination</li><li>• Discussion 3: Despair</li><li>• Discussion 4: Persistence and Hope</li></ul>

#### Preface

The Support for Immigrant and Refugee Student (SIRS) Modules are designed to develop resilience and empathy to facilitate or begin the healing process among students who experience trauma. Each classroom lesson module includes two lessons intended to engage students in (1) developing resiliency, and (2) participating in literature-based discussions centered on socio-emotional themes. Similar, to the [Phase I modules](#), Lesson 1 in Phase II is designed to help build students’ socio-emotional skills such as collaboration and communication and focuses on trauma-informed practices to teach students—especially those who have experienced trauma—basic tools to cope with their emotions. It is recommended that educators deliver and engage students in Lesson 1 activities to prepare them for the reflective discussions they will participate in during Lesson 2.

The goal of Lesson 2 in Phase II continues to be building empathy and understanding toward refugees and immigrants. This goal is aligned to the socio-emotional competencies presented in the Collaborative for Academic, Social and Emotional Learning (CASEL)<sup>1</sup> Framework as critical learnings for students to build their emotional health.

#### **Why Literature Studies?**

The study of literature to discuss and understand the human experience is a demonstrable vehicle to share opinions, feelings, and emotions via the characters’ experiences and story events. As students study a particular text to arrive at the understanding of the author’s message and make connections between the characters and their own lives, they can share their thoughts and feelings in a safe place and arrive at a better understanding of themselves and others. As a result, literature studies align well with the development of socio-emotional competencies of social awareness and relationship skills, especially in the area of empathy and understanding. (See CASEL Framework).

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<sup>1</sup> Collaborative for Academic, Social, and Emotional Learning (2017). *Framework for SEL Competencies*. <http://CASEL.org/core-competencies/>

*Pancho Rabbit and The Coyote* was selected because of its strong connection to the realities that some of our students might be experiencing or the stress and fear they might currently be suffering as a result of worrying about their family or friends' migratory status. With this in mind, the lesson can last for several days to provide students with the time and space to explore and share their feelings and emotions about immigration. It is hoped that the lesson will also support the social and emotional educational needs of this student population.

### **Story Summary**

This allegorical story is about a young Rabbit who is awaiting the return of his father, who has been away for two years working in the fields on the other side of the Border. When Papá Rabbit does not return on the expected date, Pancho sets out to find him. On the way, he encounters a coyote who offers to take him in exchange for the food Pancho is carrying. When all the food is gone, the coyote is ready to eat Pancho. Miraculously, Pancho's dad appears along with fellow migrants and rescue him. They return to their town following the route Pancho had taken, hoping that someday they will not need to leave their home and be separated anymore.

This story lends itself very well to an integrated unit on Immigration to meet History and Social Science Standards (HSS). (See list of standards in Section II)

#### **I. Instructional Focus**

- A. Understand the sacrifices people are willing to make to support their families.
- B. Gain an understanding of the difficulties, dangers, and sacrifices people endure on their quest for security and a better life
- C. Use the story as a springboard for students to share their fears and thought about immigration, deportation, and separation.

#### **II. Objectives**

1. Students will be able to identify and explain the theme of the story.
2. Students will identify the symbol main characters and events represent in the story.

#### **III. Standards**

ELA Reading Standards: Strands 1, 2, 3 6 and 7  
ELA Speaking and Listening: Strands 1 and 2  
ELD Standards: I.A.1, I.B.5 & 6, I.C.11  
HSS Standards: 3.3.3, 4.4.3, 4.4.4 & 5.8.5

#### **IV. SEL Competencies**

Social Awareness – understanding, empathizing, cultural awareness  
Relationship Skills – communication, cooperation, empathy



**V. Materials and Resources**

- A. Literature Logs
- B. World map or map of North America
- C. Chart paper
- D. [PowerPoint, Lesson 2 – Pancho Rabbit](#)
- E. [Teacher Resource 1 – Sample Allegory Analysis](#)
- F. [Teacher Resource 2 – Action Cards: Allegory Analysis](#)
- G. [Teacher Resource 3 – Sample Cause and Effect Map](#)
- H. [Student Handout 1 – Allegory Analysis Graphic Organizer](#)
- I. [Student Handout 2 – Conversation Prompts](#) (May be used with any of the discussion structures used)

**VI. Vocabulary**

Allegory Harvest Collapse Huddle Immigrant (*immigrante\**) Murky  
To leave one stranded

Note: For words in Spanish used in the story refer to the book's glossary

**VII. Introduction**

- A. Show the cover of the book on Slide 1 of the [PowerPoint – Pancho Rabbit](#) and read the full title. In table groups, ask students to think about the title and illustration and predict what the story will entail. Have each group record their prediction and share with the whole class. Chart responses.

Optional Sentence Frames:

Expanding (entering) ELD Level

*The (title/cover illustrations) help(s) us predict that the story will be about \_\_\_\_\_ because \_\_\_\_\_.*

Expanding (exiting) ELD Level

*We predict the story will be about \_\_\_\_\_. We are basing our prediction on (title, illustration). We think that \_\_\_\_\_ because \_\_\_\_\_.*

- B. Highlight students' descriptions of how the illustration helped them with their prediction.

### VIII. Input

- A. If students have begun an immigration unit in their History/Social Studies Curriculum and have discussed and listed reasons for immigrating, tap into their prior knowledge on the topic. If not, *in collaborative groups*, ask students to create the following:  
Grade 3: List reasons why people immigrate to the United States.  
Grades 4 & 5: Draw a two-column list citing 1) some of the reasons why people immigrate to the United States, and 2) the challenges and risks immigrants face coming to the United States.
- B. Have students share their ideas. Create a Class Chart based on their information. If they do not include elements such as poverty, educational opportunities, persecution, war, etc. make sure to elicit and add to charts.  
Grades 3-5: Have students summarize by stating that there are many reasons for leaving one's country.  
4-5 Grades: Conclude by asking, "*Do you think the reasons for immigrating outweigh or are more important than the challenges and risks?*"
- C. Re-introduce the story and explain to students that this story is an allegory. Give students the definition ([Lesson 2 PowerPoint - Pancho Rabbit Slide 2](#)) (*Allegory: a story, poem or picture that can be interpreted to reveal a hidden meaning, typically the characters and events are symbols that stand for ideas about human life or for a political or historical situation*).
- D. Tell students that throughout the story, they will be thinking about its hidden meaning. Go back to the title and the students' predictions. Re-read the definition of *allegory*. Ask students if they think there might be another meaning. If students have background knowledge about "coyotes," they might connect the name of the character with the social/human meaning.

Note: If students do not make the connections, do not make it for them. Wait until they have the context of the story.

### IX. Reflective Discussion

<Discussion 1 (pp.2-9): Hope and Disappointment>

Read Aloud. Show and discuss the illustrations.

1. Page 2-3

Why do Papá Rabbit and the others leave to go north? What do they hope to do?

2. <Think-Pair-Share>

Do you know anyone who has left his/her home to find work? Share the story. Debrief guiding students to identify the feelings they must have felt, e.g., excited, sad, hopeful.

3. Pages 4-5

- a. Re-read, "Many harvests went by, and it was finally time for Papá Rabbit to return home." What does the author mean by *many harvests*?  
If needed, define the word harvest as the gathering of crops and produce ([Lesson 2 PowerPoint – Pancho Rabbit Slides 3-6](#)). Discuss the idea that writers sometimes use the word to mean autumn, which is the time of year when many crops are gathered, so he is trying to say that Papá Rabbit was away for a long time – more than a year.
- b. Why are they having a fiesta/party? Why does Pancho say that might give us a clue as to how they are feeling?

4. Pages 6-9

- a. What reasons do the family and friends give when Papá Rabbit does not arrive when expected? How do you think they are feeling now? Why?
- b. Literature Log  
Write about a time you were waiting for a family member to arrive home from a trip, and he/she did not get home when expected. What happened? What were you and your family thinking or feeling?
- c. Debrief by helping students understand the theme of this section by recognizing the family's hope for being whole once again after a long wait and the disappointment when it was not realized.

<Discussion 2 (pp.10-17): Determination>

Read Aloud. Show and discuss illustrations

1. Pages 10-11

<Think-Pair-Share>

- a. Do you think it a good idea for Pancho Rabbit to leave on his own? Why or Why not? What could happen to Pancho Rabbit while he's traveling alone? Chart responses in a different color pen. Compare predictions to what they have read so far to confirm or discard.
- b. What did Pancho pack? Why did Pancho pack his father's favorite food?

2. Pages 12-13

- a. Where is Pancho going to find his dad?
- b. Point out that El Norte is written in capital letters. Ask if anyone knows why. Show the American continents and explain that in Mexico and other countries in Latin America, they refer to the United States as El Norte because the U.S. is in North America and north of all Spanish speaking countries in Central and South America.
- c. What happens when Pancho Rabbit runs into the coyote?  
If needed, re-read the sentences, "*I can show you a shortcut. That is if you give me the sweet and spicy mole you have...*"

Return to Chart for Question 1s (*What would happen to Pancho Rabbit while he's traveling alone?*) to see if this event matches any of new predictions.

<Numbered Heads Together>

- Divide the students into groups of four and give each one a number from one to four.
- Pose *Questions 1-4* below. Show [PowerPoint Pancho Rabbit Slide 7](#)

**QUESTIONS FOR NUMBERED HEADS TOGETHER**

1. What does Pancho Rabbit have to give the coyote in exchange for his help, and why does he decide to give this to the coyote?
2. Do you think this is the only thing the coyote will want?
3. Do you think Pancho can trust the coyote? Why or why not?
4. Return to the Prediction Chart and add new ideas.

- Have students gather to think about each question and to make sure everyone in their group understands and can give an answer.
- Ask a question and call out a number randomly.
- The students with that number raise their hands/stand up, and when called on, the student answers for his or her team.

3. Pages 14-17

<Think-Pair-Share>

- a. In pairs, ask students to discuss how the character Coyote and Pancho travel towards the North and have them draw the T-Chart below in their Literature Logs and write down their ideas.

<b><i>How did they travel?</i></b>	<b><i>What was it like?</i></b>
1. By train	1. Had to climb onto a moving train car. The train moves very fast, and Pancho almost fell off
2. Swimming across a river	2. Scary. The water was murky and moving fast (because of the currents)

- b. Share as a class. Discuss the reason they might need to travel like this. Bring closure to the discussion by identifying events or character actions that showed they key understanding of Discussion 2 – Determination.

**SEL:**  
 Social Awareness  
 -Understanding  
 -Empathizing

<Discussion 3 (pp.18-25): Despair and Acceptance>

1. Pages 18-21

Read Aloud. Show and discuss the illustrations.

<Think-Pair-Share>

- a. Have students discuss how the coyote is able to cross from the South to the North and what the journey was like once they are on the other side. In their literature logs, have them add their ideas to the T-Chart they started in the previous instructional segment (*continued from Discussion 2-3a*).
- b. Share as a class.

<b><i>How did they travel?</i></b>	<b><i>What was it like?</i></b>
3. Crawling through a tunnel	Dark, long, scary, tiring
4. Walking through the dessert	Very hot, sweaty, feet ache, thirsty, felt dizzy

2. Pages 22-25

<Numbered Head Together>

- a. Discuss what happens in the hut. Why did it happen? Return to the Prediction Chart from the beginning of the unit to confirm or discard.
- b. What is your opinion of the coyote? Why do you think he acts this way?
- c. How does what is happening to Pancho Rabbit make you feel?  
\*Students may use [Handout 2](#) for this collaboration

<Discussion 4 (pp.26-29): Persistence and Hope>

1. Pages 26-27

<Thumbs-up/Thumbs-down>

Check for comprehension by asking the class by a show of thumbs if they agree or disagree with the response given to the questions below.

- a. Who saved Pancho Rabbit? How did they know that Pancho was in trouble?
- b. What was the reason Papá Rabbit and his friends didn't return home when expected? What was taken from them?

<Read-Think – Pair-Share>

- c. Pancho Rabbit says he knows the way home. Ask students to review the T-Chart in their Literature Log, and then discuss with their partner what the return trip will be like.
- d. Share as a class and discuss the risks of these trips.

**SEL:**  
Social  
Awareness  
-Understanding  
-Empathizing

## 2. Pages 28-29

1. How does the family feel?
2. What does Papá Rabbit say he must do because the "crows" took all his money? Why?
3. <Think-Pair-Share>
  - a. Why does Mamá say, "Let's hope it rains"?
  - b. Elicit ideas that represent the discussion focus: persistence and hope.

## X. Closure

<Think-Write – Pair-Share>

- A. Now that we have finished reading the story, think back to our discussions. What do you think is the story's message? What is the author trying to tell us? Have students write their answer in their Literature Log.
  - i. Pairs share their response.
  - ii. Pairs choose the response they think best explains the message of the story to share with the class.
- B. As a class, select the author's message.

Optional: Before discussing the author's message or theme, you might want the class to summarize the story events through a Cause and Effect map.

See [Teacher Resource 3: Sample Cause and Effect map](#).

- C. Remind students that at the start of the unit they were told the story of *Pancho Rabbit and the Coyote* was an allegory. Review the meaning of the word, going back to the example in the [PowerPoint](#).
- D. Tell students that they will analyze the story to look for elements that make it an allegory. Distribute [Student Handout – Allegory Analysis](#). Explain the categories in the graphic organizer.
- E. <Think Aloud>  
Model the use of the graphic organizer by doing a think-aloud using the character of the Coyote. Include the students by asking their input on what they know about human "coyotes." (Refer back to their discussion of the title). If needed, show [PowerPoint – Pancho Rabbit Slide 7](#) to help with the meaning of the word. See [Teacher Resource 2: Sample Allegory Analysis](#).

F. Ask the students to name other important character in the story. Add to the graphic organizer.

1. 3<sup>rd</sup> – 4<sup>th</sup> Grades

<Guided Group Discussion>

- a. For each character, begin by asking students who they think the characters might represent. Debrief.

Example:

*Papá Rabbit* – Have students return to their Immigration charts to help them make the connection between Papá Rabbit and their knowledge about migrants. Guide students in composing a statement to include in the "what it symbolizes" columns, and give examples of what to enter.

- b. Continue with other characters and actions.

Show [PowerPoint Slides 7-13](#) to help students identify what each might represent.

2. 5<sup>th</sup> Grades

<Jigsaw>

- a. Have each table choose a main character, e.g., Pancho Rabbit, Papá Rabbit, or Coyote, and assign a number to each table group.
- b. Have each table discuss and come to agreement to complete the categories in their graphic organizer for their chosen character.
- c. Each table shares. Revise, if necessary, as a class. Use the [PowerPoint \*Pancho Rabbit\*](#) slides to help students visualize and see the connections and symbolism.

Note: If students name Señor Rooster or Señor Ram, guide them to think of them as one with Papá Rabbit since their actions are similar.

- d. Tell students that now they will analyze actions/events in the story to understand what they might represent.
- e. Distribute an Action Card to each table describing an important action in the story (See [Teacher Resource 2-Allegory Analysis: Action Card](#)). Have students discuss what it might represent and find the evidence in the story to complete the row in the graphic organizer (See [Teacher Resource 1 – Sample Allegory Analysis](#)).
- f. Call on a Table number and have the students with that given number stand up and share their table's ideas. Continue in a similar manner to discuss all the Action Cards.
- g. Show [Slides 9-15](#) to support students in identifying what the action represents.

- G. Return to the statement of the author's message and ask the students if there is anything they learned from the analysis that might make them want to change or add to it. Possible answer:

*Many people willingly face many dangers and difficulties to come to the U.S. to escape poverty or violence, to support their families or to be reunited with parents or children after many years of separation. Oftentimes, they give "coyotes" everything they have hoping the coyote will help them cross the border successfully.*

## **XI. Follow-up/Extension Activities**

The following optional activities may be carried out after completing the lesson.

- A. Ask students to look in a newspaper, watch TV or listen to the radio for news about immigration to bring back and share with the class. This activity might be started at the beginning of the lesson and continued throughout.
- B. Ask students to explain what they understand it means to be "without papers" or undocumented. If needed, define the concept by explaining that an undocumented person lacks the necessary documents to enter or live and work in the United States.

**Grade 5:** Have students research how people travel to the U.S. from other countries by searching under "Entering the U.S." or "How to enter the U.S." Help them brainstorm research questions such as:

1. What documents would you need?
2. How much does it cost?
3. How difficult is it?

Students can present their findings by creating a PowerPoint, Flow Chart, or any other visual aid to support their explanation.

- C. To learn more about "coyotes" show the video or read the article "A Day in the Life of a Coyote." Follow the link below.

<https://www.univision.com/univision-news/immigration/a-day-in-the-life-of-a-coyote-smuggling-migrants-from-mexico-to-the-united-states>

## **D. Additional Read Alouds**

*Two Rabbits* by Jairo Buitrago, Groundwood Books, 2015

A little girl and her father travel mostly on the roof of a train known as The Beast, but the little girl doesn't know where they are going. She counts the animals by the road, the clouds in the sky, the stars. Sometimes she sees soldiers. She sleeps, dreaming that she is always on the move, although sometimes they are forced to stop and her father has to earn more money before they can continue their journey toward the border.



*Marwan's Journey* by Patricia de Arias, Minedition, 2018

A child walks across the desert fleeing conflict, recalling the home left behind and promising to return to it someday. A picture of his mother helps him remember happier days, and supports him during his journey. Originally published in Spanish as *El Camino de Marwan* and honored at the Bologna Ragazzi Awards in 2017, it is the story of a journey that is sadly the journey of too many children—one filled with fear and hope, longing and sadness. The country that Marwan is forced to leave is never specified, but details such as his Arabic name, onion domes, and women in hijabs point to Syria.

*Migrations Open Hearts Open Borders* by ICPBS, Candlewick Studios, 2019

Sending a powerful message about human migration, more than fifty artists created postcards for the Biennial of Illustrations Bratislava 2017. It is curated by the International Centre for the Picture Book in Society. From South Africa and Sweden, Chile and the Czech Republic, Iran and Indonesia—more than twenty-five countries in all—their images and words are now gathered into a stunning keepsake volume.

*Four Feet, Two Sandals* by Karen Lynn Williams & Khadra Mohammed, Wm. B. Eerdmans Publishing, Michigan, 2007

Two girls in an Afghani refugee camp strike a friendship when each one finds a sandal and realize they are the matching pair. As the girls go about their routines—washing clothes in the river, waiting in long lines for water, and watching for their names to appear on the list to go to America—the sandals remind them of the importance of friendship. The story portrays the strength, courage, and hope of refugees around the world, whose daily lives are marked by uncertainty and fear.

*A Journey Toward Hope* by Victor Hinojosa & Coert Voohees, Six Foot Press, to be release March 1, 2020

Rodrigo, a 14-year-old escaping Honduran violence; Alessandra, a 10-year-old Guatemalan whose first language is Q'eqchi'; and the Salvadoran siblings Laura and Nando find one another on their way North. Though their reasons for making the journey are different and the journey northward is perilous, the four children band together, finding strength in one another as they share the dreams of their past and the hopes for their future. Written in collaboration with Baylor University's Social Innovation Collaborative, *A Journey Toward Hope* is a celebration of their humanity and an ode to the power of hope and connection even in the face of uncertainty and fear.

*Undocumented Immigrants* by Sarah Howell, PowerKids Press, New York, 2015

This informational text uses brief and easy to understand explanations suitable for elementary grade students about reasons for undocumented immigration, rights, deportation, sanctuary city, etc. The book is easy to read or paraphrase and lends itself readily to picking and choosing sections as the text is organized by topics.

*The Journey* by Francesca Sanna, Flying Eye Books, London-New York, 2016

This is the story of a mother and her two children who escape their war-torn country in search of a new life. Without documents, they have to pay their way to cross many borders. The book is an allegory for the difficult personal journeys of immigrants and refugees and the different paths they take toward a better future.

*Brothers in Hope: The Story of the Lost Boys of Sudan* by Mary Williams and R. Gregory Christie, Lee & Low Books Inc., New York, 2005

At age 8, Garang's life changed dramatically. He had lived with his family tending their cattle, making them relatively wealthy. But when war came to Sudan, he was separated from his loved ones. Suddenly, he finds himself with dozens of other boys who cannot find their families. Thirty-five of these boys decide to travel to Ethiopia, with Garang chosen to lead the group on the long journey.

*Stepping Stones* by Margriet Ruurs, Orca Book Publishers, British Columbia, 2017

This is a picture book about a Syrian family forced to leave their village to escape the ravages of the civil war taking place in their country. They set out with only what they can carry on their backs to walk toward freedom in Europe.