



# READ AROUND THE WORLD

## QUESTIONS AND ACTIVITIES TO PAIR WITH IMMIGRANT AND REFUGEE STORIES

1. Research famous refugees. You can use the back matter from *What Is a Refugee?* as a starting point or do your own research. Have students create a poster that profiles their famous figure. Create a Wall of Fame to showcase their achievements.
2. After reading *What Is a Refugee?* and *All the Way to America*, consider refugees and immigrants. What do these two groups have in common? What is the difference between an immigrant and a refugee?
3. Create a word wall with vocabulary, including:
  - immigrant
  - customs
  - discrimination
  - refugee
  - traditions
  - push factors
  - asylum
  - assimilation
  - pull factors
  - culture
  - racism
  - resilience

You might also examine the glossaries of *Areli Is a Dreamer* and *Nana Akua Goes to School* and add other words that could be relevant to class discussions or useful for students to know.

4. Discuss why people might leave their country for another one, sometimes called push and pull factors. What examples do you see in the books in this collection?
5. After reading *How to Say Goodbye in Cuban*, invite students to do research on their family histories. Research can include interviewing family members or friends of the family, visiting a library with a genealogy department, or doing research with a parent using an ancestry database. If students are unsure about their own family history, they can investigate a family history from one of the characters in this collection. Invite them to present their history creatively—as a picture book, a podcast, a song, a photo album, or a graphic novel.
  - Extension activity: After students complete their own family history, ask them to write a letter to author Daniel Miyares, responding to his author's note with their own reflections on the experience of learning their family's story.

6. Have a discussion. What challenges do immigrants and refugees face? What are some examples in the books you read?
- Extension activities:
    - o After reading the back matter and author's note in *Paper Son*, invite questions about the Chinese Exclusion Act and do additional research as needed. Ask students to journal about a time they felt excluded and how it made them feel.
    - o After reading the back matter in *The Notebook Keeper*, explain what it means to seek asylum. Invite students to journal about what they can do to help people who are refugees.
    - o After reading *Areli Is a Dreamer*, ask students to think about the language Areli's classmate uses when he calls her "illegal." Talk about why this is hurtful. Introduce language like *undocumented immigrant* and explain why this is much kinder. What challenges do undocumented immigrants face? What sacrifices do Areli's family make? Why do you think they did?
7. America used to be called a melting pot, but many today compare America to a stew. What qualities does a melting pot have, and what qualities does a stew have? What is the difference between these two ideas? What are the benefits of assimilating? Why is it important to hold on to customs and traditions?
- Extension activities:
    - o Invite students to share traditions and customs that are uniquely American.
    - o Invite students to share traditions and customs they participate in that come from a particular background or culture.
8. What contributions do immigrants and refugees make to our society? What are things you love that were introduced by immigrants? You might consider food, art, inventions, or the contributions of refugees you researched for the Wall of Fame.
- Extension activities:
    - o After reading the afterword for *My Sister the Apple Tree*, discuss resilience. Do you think resilience is something we can learn from stories? How do the characters in this story show resilience? Why is resilience a good quality to have?
    - o After reading *Nana Akua Goes to School*, talk about some of the different jobs, interests, and talents of grandparents throughout the book. How does this variety make our society better?
    - o After reading *The Name Jar*, invite students to share with the class the story of their name—this could be a first name, a last name, a middle name, or a nickname.
    - o After reading *Mamie Tape Fights to Go to School*, ask students to discuss and reflect on the ripple effect of Mamie Tape's brave actions.
9. Invite students to brainstorm things we can do to make anyone feel welcome—whether they are new to the classroom, school, or community. If you have a new person in the school community, act on your plans and model what you have been talking about in the classroom.