



Sonia Nazario Pre/Post Conference Curriculum Overview

Lesson	Materials	Time
Activity 1: Image Analysis and Monologue	<ul style="list-style-type: none"> ● Handout 1 (1 per student) ● Article (class set) http://www.nytimes.com/2013/10/15/opinion/the-heartache-of-an-immigrant-family.html ● Index cards (1 per student) 	<p><u>Total: 1 hr</u> Do Now: 10 min Reading: 20 min Monologue and share: 25 min Q&A index card: 5 min</p>
Activity 2: Guided Values Journey Activity	<ul style="list-style-type: none"> ● Values/Possessions List (see ppt) ● 10 post-its per student 	<p><u>Total: 50 min</u> Post-it's: 20 min Writing: 15 min Discussion: 10 min Q&A index card: 5 min</p>
Activity 3: Contextualizing Immigration and Determining Author's Purpose	<ul style="list-style-type: none"> ● Handout 2 (1 per student) ● Class set excerpted pages from <i>Enrique's Journey Prologue</i> 	<p><u>Total: 1 hr</u> Vocabulary Intro: 5 min Reading: 20 min Analysis: 20 min Discussion: 10 min Q&A index card: 5 min</p>
Activity 4: Close Reading Jigsaw	<ul style="list-style-type: none"> ● Handout 3 (1 per group) ● Excerpted chapters from <i>Enrique's Journey</i> divided into 2-3 paragraph chunks ● Butcher Paper ● Tape 	<p><u>Total: 55 min</u> Reading: 10 min Analysis: 25 min Discussion: 15 min Q&A index card: 5 min</p>
Activity 5: Immigration Today (Suggested Post Conference Activity)	<ul style="list-style-type: none"> ● Handout 4 (one per student) ● Article (class set) http://www.nytimes.com/2015/10/11/opinion/sunday/the-refugees-at-our-door.html? r=0 	<p><u>Total: 1 hr</u> Reading: 20 min Analysis: 30 min Discussion: 10 min</p>

Extended Curriculum:

The website enriquesjourney.com is a rich resource for further curriculum.

TEACHER GUIDE

Activity 1: Image Analysis and Monologue

OVERVIEW

To introduce students to Sonia Nazario and her writing through visual analysis and creative writing.

Lesson Steps



Art by Sarah Williamson New York Times 10/14/2013

1. Do Now:
Write 3-5 sentences, analyzing the artwork.
Describe the imagery and tone of the piece. What message might the artwork be trying to convey? (see handout 1)

2. Read the 2013 article by Sonia Nazario <http://www.nytimes.com/2013/10/15/opinion/the-heartache-of-an-immigrant-family.html>

3. Monologue: (see handout 1)

Choose one person from the image and write a one page monologue from their perspective.

4. Index Card:

Students write a question for Sonia Nazario based on today's lesson on an index card. After each activity they will add a question and be sure they bring them on the day of the conference for the Q&A.

5. Students share their monologues or questions with the class or a partner.

Activity 2: Guided Values Journey Activity

OVERVIEW

As we move beyond black and white discussions of immigration, this lesson is designed to engage the students in the difficult decision making and simulate the loss that immigrants often face.



Lesson Steps

1. Students select the 10 most important values or possessions and write each one on a post-it.

Family	Shelter	Clothes	Boy/girlfriend
Money	Friends	Home	Electronics
Safety	Sleep	Love	Food
Transportation	Community	School	Justice
Identity	Water	Health	Language

2. Letting go:

Round 1: Students select 5 of their post-its to discard.
Round 2: Students select 4 post-its to discard.
Round 3: FINAL ROUND <ol style="list-style-type: none">1. Students will share their final post-it with the class.2. After every student shares- they must discard their final post-it.

3. Student Journal:

Write a journal entry in which you reflect on the activity. Describe your decision making process. What was most difficult for you to give up and why? What sorts of losses might an immigrant face in coming to the US?

4. Q&A Index Card:

Students write a question for Sonia Nazario based on today's lesson on their Q&A index card. After each activity they will add a question and be sure they bring them on the day of the conference.

Activity 3: Contextualizing Immigration and Determining Author's Purpose OVERVIEW

Students will gain a deeper understanding of the complexities of contemporary immigration and Nazario's purpose in writing Enrique's Journey by citing textual evidence to support their claims.



Lesson Steps

1. Introduce key vocabulary (see handout 2)

Key Vocabulary: dehumanized, demonized, perseverance, perilous pilgrimage, la migra, destitute

2. Students read *Enrique’s Journey Prologue: A Common Choice* pg xii-xiv

3. Analysis (see handout 2)

Questions to Consider	Textual Evidence
How has immigration changed in recent decades?	1. 2.
What is Nazario’s purpose in writing <i>Enrique’s Journey</i> ?	1. 2.

4. Q&A Index Card:

Students write a question for Sonia Nazario based on today’s lesson on their Q&A index card. After each activity they will add a question and be sure they bring them on the day of the conference.

Activity 4: Close Reading Jigsaw

OVERVIEW

Students will identify themes in *Enrique’s Journey*, find supporting textual evidence, and provide a rationale. The jigsaw activity allows students to become the ‘experts’ on their piece of the puzzle- in this case their section of *Enrique’s Journey*.

Lesson Steps

1. Jigsaw Reading:

In pairs or triads student will analyze one-three paragraphs from *Enrique’s Journey: The Boy Left Behind* pg. 3-7 and/or *Perseverance* pg. 49-55. Note: the scanned chapters are divided and numbered so that each group can analyze their particular section.

2. Place 5 large piece of butcher paper around the room with the following thematic categories:

Some of the themes identified in *Enrique’s Journey*:



- Family and Abandonment
- Perseverance and Survival
- Compassion and Faith
- Humanization and Dehumanization
- Other:

3. Directions: Read the selection from Enrique’s Journey and select one or more themes to discuss in the chart below. (see handout 3)

Themes	Textual Evidence	Explanation

4. Jigsaw Share: Each group sends a speaker to stand next to the theme categories around the room and present their evidence and explanation to the class.

5. Q&A Index Card:

Students write a question for Sonia Nazario based on today’s lesson on their Q&A index card. After each activity they will add a question and be sure they bring them on the day of the conference.

Activity 5: Immigration Today (Suggested Post Conference Activity)

OVERVIEW

Students will identify and analyze the continued complexities of immigration today.

Lesson Steps

1. Students read and respond to a recent article by Sonia Nazario. The article, *The Refugees at Our Door*, published on Oct. 11, 2015 in *The New York Times*, offers suggestions on way the US can help Central American refugees.

<http://www.nytimes.com/2015/10/11/opinion/sunday/the-refugees-at-our-door.html? r=0>

2. Distribute Handout 4

Directions:

Read *The Refugees at Our Door*

Identify 3-6 actions Sonia Nazario suggests the US can do to help refugees from Central America.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Write a detailed one page response. Explain which of these suggestions you agree with.