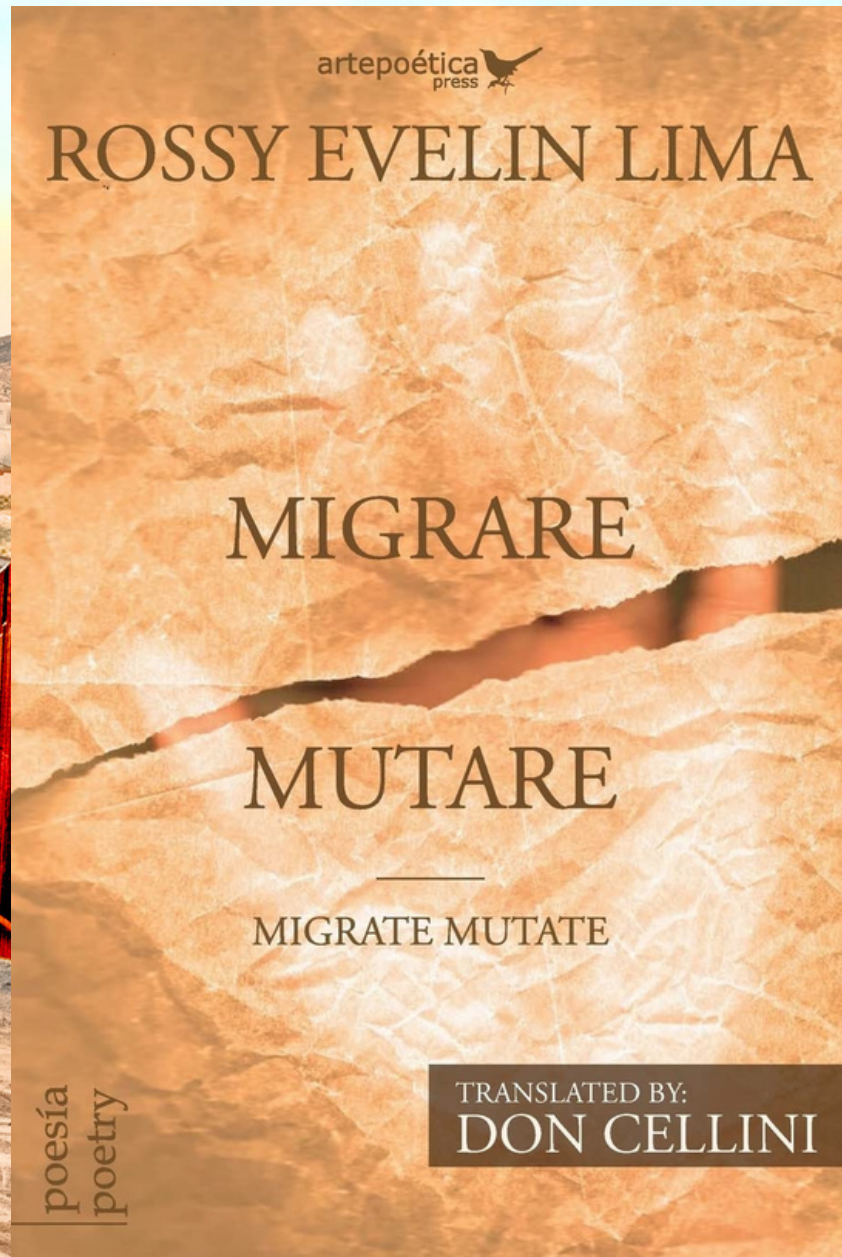


Free Lesson Plans for *Migrare Mutare*

INCORPORATING AUTHENTIC MATERIALS
INTO THE CLASSROOM



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Introduction

"Migrare Mutare" opens a window to the journeys of individuals navigating the complexities of migration and identity transformation. Through its vivid poetry, this collection not only offers an immersive literary experience but also serves as a pivotal educational tool. It is designed to resonate deeply with educators across English Language Arts, Mexican American Studies, World Literature, Literacy in History and Social Studies, and Creative Writing classes.

The significance of integrating authentic materials like "Migrare Mutare" into your curriculum cannot be overstated. Such resources play an instrumental role in fostering diversity and inclusivity within the classroom. They aid in dismantling discriminatory stereotypes and behaviors by nurturing empathy and broadening perspectives through enriched knowledge. This poetry collection encourages students to engage with stories that may be different from their own but are integral to the fabric of our shared human experience.

Incorporating "Migrare Mutare" into your curriculum supports cultivating a school community that values and understands the importance of every individual's story. While it is not a complete solution to xenophobia, including "Migrare Mutare" in your teaching repertoire reinforces the effort to reduce discriminatory stereotypes and actions. It accomplishes this by cultivating empathy and fostering a culture of knowledge and understanding.

The lesson plans developed from "Migrare Mutare" are tailored for adaptability across various grade levels, making them a perfect fit for educators looking to enrich their students' learning experiences in university classrooms, with standards aligned for grades 9-12. Through these plans, students will gain insights into the themes of migration and identity and learn the power of personal narratives and the impact of shared stories in creating a more empathetic and understanding world.

Using Migrare Mutare in Schools

"Migrare Mutare" provides a versatile approach for educators to introduce poetry that delves into migration, identity, and resilience. Each poem or set of poems is linked with a lesson focusing on specific themes, fostering dialogue, reflection, and classroom community-building.

Lessons are designed for flexibility, allowing for in-depth exploration of individual themes or broader discussions across several classes. The structure encourages creativity and adaptability, aiding students in understanding the nuances of migration and identity.

Extended Learning exercises conclude each lesson, offering further engagement and critical thinking opportunities. These can be integrated into class discussions or assigned as an independent assignment.



Educator Note: The activities included are adaptable to various curriculums, including Social Studies and English Language Arts, enabling students to showcase their insights on the power of poetry to reveal identity complexities and the impact of migration on individuals and communities.

Lesson Outline

- Title of the lesson and topic to be explored
- Theme introduction
- Critical thinking questions
- Opening Reflection
- Activity
- Extended Learning

Standards

CCSS Standards:
English Language Arts and
Literacy in History/Social Studies

Reading Informational Text:
RI.9-10.1, RI.9-10.2, RI.9-10.6,
RI.9-10.8

Writing: W.9-10.1, W.9-10.7

Speaking and Listening: SL.9-
10.1, SL.9-10.2, SL.9-10.3, SL.9-
10.4

History/Social Studies: RH.9-
10.2, RH.9-10.4, RH.9-10.6, RH.9-
10.9

Adapting "Migrare Mutare" Lesson Plans

Schools are pivotal in ensuring a safe, welcoming environment for all students, regardless of immigration status, aligning with federal anti-discrimination laws. "Migrare Mutare" lesson plans aim to create such an environment, combining historical insights, storytelling, critical media literacy, and dialogue-focused pedagogical strategies.

Starting Points

Educators working with students from migration backgrounds will benefit from adopting Social Emotional Learning (SEL) and trauma-informed practices.

Essential resources include:


- An introduction to Adverse Childhood Experiences (ACEs).
- Trauma-informed teaching strategies
- Insights from the Center on the Developing Child at Harvard University.
- National Association of School Psychologists' advice on supporting marginalized students.

Dialogue Focus

Fostering a classroom where all voices are heard is crucial, especially with complex topics like migration. "Migrare Mutare" encourages various communication forms:

- **Conversation:** Casual, personal, and social exchanges without a directed purpose.
- **Discussion:** Purposeful talk, brainstorming ideas, leading to structured debate as views diverge.
- **Debate:** Formal, with sides presenting and rebutting arguments using evidence.
- **Dialogue:** A mix of structure and openness, promoting a collective exploration of ideas without decision-making pressure. It's ideal for discussing "Migrare Mutare's" nuanced themes, fostering empathy and a deeper understanding of migration's impact.

These strategies are designed to cultivate an inclusive learning space that values diverse perspectives and promotes empathy through the exploration of migration and its effects.

 Author's bio: Rossy Evelin Lima (PhD) is a distinguished writer, scholar, and translator with an outstanding record of achievement in her respective fields. Her literary accomplishments include publishing three poetry collections and two children's books. She has garnered international recognition and acclaim, having been featured in prestigious journals, magazines, and anthologies in over a dozen countries, and translated to multiple languages. Dr. Lima has shared her experience as an undocumented writer in the U.S. in order to create awareness and empathy, including a TEDx presentation and a documentary broadcasted nationally on PBS in the iNation Media series titled Waking Dream.

For a complete bio, visit: www.rossylima.com

Lesson 1: The Journey of Migration

Theme Introduction:

This lesson explores the emotional and physical journey of migration, drawing on the vivid imagery and narratives in "Migrare Mutare." Students will delve into the complexities of leaving one's homeland, facing uncertainties, and the resilience required to navigate new environments.

Essential Questions:

1. What emotions and challenges are associated with the journey of migration?
2. How do individual experiences of migration reflect broader social and historical contexts?
3. In what ways does migration impact one's identity and sense of belonging?

Opening Reflection for Students:

Think about a time you had to leave something familiar behind. How did you feel? What challenges did you face, and how did you overcome them?

Lesson Introduction (instructor's voice):

"Today, we'll explore the theme of migration through the poem *La Bodega/ The Bodega* in the book 'Migrare Mutare.' As we read, I want you to consider the journey and the accompanying emotions and transformations. Pay close attention to the imagery used to describe these experiences. Let's actively engage with the text, annotating as we go and sharing your thoughts and reflections."

Activity 1 Instructions:

Photography Project

- Students take photographs of places in their community that remind them of the poem's bodega or evoke similar feelings of nostalgia and melancholy. They can present their photos in class and explain how these places connect to the poem's themes.

Objective: The photography project encourages students to visually explore their environments and make personal connections to the poem's themes, fostering a deeper understanding through visual storytelling.



IN THE CITY WHERE I LIVE
ALL ROADS LEAD TO MELANCHOLY.

Lesson 1: The Journey of Migration

Activity 2 Instructions:

Create Your Own Bodega

- In small groups, students design their own bodega or a space that combines elements from their culture or personal experiences with the imagery from the poem. They can draw their designs or write descriptive passages, focusing on creating a place that evokes specific emotions or memories.

Objective: This creative exercise allows students to apply elements from the poem to their own cultural or personal contexts, exploring how spaces can be imbued with emotional and cultural significance.

Extended Learning

- Research a migration story from history or current events. Reflect on how this story connects with the themes and emotions discussed today.

Debunking Myths

- Tackle myths around migration, such as the idea that migrants leave their homes solely for economic reasons, ignoring the multifaceted causes, including safety, family, and freedom.



Background and Materials for Educators

- United Nations' Migration Data Portal for global migration trends and statistics.
- The poem "La Bodega/The Bodega" in "Migrare Mutare," which depicts the journey of crossing borders both physical and emotional.
- Cornell notes or Double Entry Journal notes.



THE SKY IS THE SAME FOR EVERYONE,
NORTH, SOUTH, MEMORY, AND REALITY.

Lesson 2: Identity and Change

Theme Introduction:

This lesson focuses on the transformation of identity through the lens of migration. Students will examine how the act of migration can reshape an individual's sense of self and community.

Essential Questions

1. How does migration influence one's personal and cultural identity?
2. What role does the new environment play in shaping migrants' identities?
3. Can migration lead to a sense of belonging, or does it intensify feelings of being an outsider?

Opening Reflection for Students

Consider your own identity. Which parts do you think are shaped by your surroundings, and which parts remain constant?



WHY HAVEN'T I LOST MY ACCENT?

BECAUSE I HAVE LOST TOO MUCH.

Lesson Introduction (instructor's voice):

"In our session today, we'll use the poems "Tanto he perdido / I Have Lost so Much," "Hacia el sur / Headed South," "A veces confundo / Sometimes I confuse." These selections delve into identity transformation amidst migration, reflecting on loss, adaptation, and the continuous search for self in a new environment. As we read through the poems, consider how the characters navigate their new worlds and how these experiences alter their identity. Keep your notes handy as we discuss these transformations and relate them to broader societal impacts."

Activity 1 Instructions:

Personal Identity Maps

- Activity Description: After reading the poems, students create visual identity maps that represent their perception of identity before and after a significant change or event in their lives. They can use symbols, words, and images to depict emotions, beliefs, places, and relationships that define their identity.

Objective: To explore the concept of identity as a dynamic and evolving construct, students are encouraged to reflect on how external changes can influence personal growth and self-perception.

Lesson 2: Identity and Change

Activity 2 Instructions:

Debate: "Is Moving Forward Always About Leaving Something Behind?"

- Activity Description: Divide the class into two groups. One group argues that progress and moving forward inevitably involve some form of loss (as depicted in "Hacia el sur / Headed South"), while the other group argues that moving forward can also mean bringing the past and its lessons along, enhancing one's identity without significant loss.

Objective: To develop critical thinking and persuasive skills by exploring the complexities of change and migration and how they affect one's sense of identity and belonging.

Extended Learning

- Create a visual representation (a drawing, collage, or digital artwork) that portrays the concept of identity before and after migration.

Debunking Myths

- Address misconceptions about migrants' loss of culture, highlighting the dynamic nature of cultural identity and its ability to encompass multiple influences.



Background and Materials for Educators

- "9 Books About the Complexities of Identity" - Electric Literature provides a curated list of books that delve into the complexities of identity
- 8 Resources for Teaching Immigration



**ON THE BORDER THERE ARE SIGNS,
AN ARROW THAT POINTS
THE DIRECTION TOWARD MEXICO: SOUTH.**

Lesson 3: Solidarity and Community

Theme Introduction:

This lesson explores the powerful themes of solidarity and community within the context of migration, as seen through the lens of poetry. By examining poems that highlight the strength found in collective experiences and shared struggles, students will gain insights into how solidarity and community support individuals during times of change and transition.

Essential Questions

1. How does the concept of community change when one migrates to a new place?
2. In what ways can solidarity act as a source of strength during challenging times?
3. How do shared experiences, even in diversity, forge stronger communal ties?

Opening Reflection for Students

Think about when you felt part of a community or experienced solidarity with others. How did this experience impact you emotionally and socially?

Lesson Introduction (instructor's voice):

"Today, we'll dive into the heartwarming themes of solidarity and community as we explore specific poems from 'Migrare Mutare.' As we read through poems 'A Mi Hermano/ To My Brother,' 'Tortuga / Turtle,' and 'Coyote / Coyote,' let's consider how these pieces reflect the collective spirit and the bonds that form in the face of migration. I encourage you to engage actively with the text, annotating as we go along, and to think deeply about the connections between these poems and the ideas of solidarity and community."

Activity 1 Instructions:

Community Tapestry

- Activity Description: Students will create a 'Community Tapestry' on a large fabric or bulletin board. Each student contributes a piece of the tapestry, representing their interpretation of community and solidarity based on the poems read. This can include drawings, words, or symbols.

Objective: To visually express and celebrate the diversity and unity within the concept of community, reflecting on the poems discussed.

Lesson 3: Solidarity and Community

Activity 2 Instructions:

Solidarity Circles

- Activity Description: In small groups, students will participate in 'Solidarity Circles', sharing personal stories or historical examples of solidarity. They will then relate these stories to the themes in the poems, discussing how solidarity can manifest in various contexts.

Objective: To foster a deeper understanding of solidarity through personal and shared narratives, enhancing student empathy and connection.

Extended Learning

- Students are encouraged to research and present on a community organization that exemplifies the principles of solidarity and support for migrants. They should explore the organization's mission, activities, and impact.

Debunking Myths

- Address common myths about immigrant communities, such as the notion of immigrants not wanting to integrate into their new societies, by discussing the role of solidarity and community in helping migrants adapt and contribute to their new environments.



Background and Materials for Educators

- 12 Ways Students Can Honor Immigrant Heritage Month by Taking Action
- American Civil Liberties Union: Defend the Rights of All People Nationwide.
- Immigrants Who Actively Participate in Receiving Communities have Better Mental Health



**I'M NOT A FOREIGNER
REPEAT IT WITH YOUR TONGUE UNTANGLED**

Background and Materials Links

Introduction

- **Adverse Childhood Experiences Prevention Strategy:**
https://www.cdc.gov/injury/pdfs/priority/ACEs-Strategic-Plan_Final_508.pdf
- **The How and Why of Trauma-Informed Teaching:**
<https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>
- **The science of early childhood:** <https://developingchild.harvard.edu/>
- **National Association of School Psychologists:**
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice>

Lesson 1

- **United Nations' Migration Data Portal for global migration trends and statistics:** <https://www.un.org/development/desa/pd/global-migration-database>

Lesson 2

- **9 Books About the Complexities of Identity:**
<https://electricliterature.com/9-books-about-the-complexities-of-identity/>
- **8 Resources for Teaching Immigration:**
<https://www.facinghistory.org/ideas-week/8-resources-teaching-immigration>

Lesson 3

- **12 Ways Students Can Honor Immigrant Heritage Month:**
<https://sharemylesson.com/blog/honor-immigrant-heritage-month>
- **American Civil Liberties Union:**
<https://www.aclu.org/issues/immigrants-rights>
- **Immigrants Who Actively Participate in Receiving Communities have Better Mental Health:** <https://tinyurl.com/bdhe7pd7>