

Planting Seeds of Hope:
Amplifying Stories of Migration that Go Beyond the Headlines
 Unit by Charles Sanderson

Note: In this unit, students will use the Planting Seeds of Hope Graphic Organizer daily to guide their reflection, writing, and revision. Download the graphic organizer here:

- [Planting Seeds of Hope Graphic Organizer \[.pdf\]](#)
- [Planting Seeds of Hope Graphic Organizer \[.docx\]](#)

Lesson One

Lesson One Objectives
<ol style="list-style-type: none"> 1. Summarize an underreported story. 2. Identify the author's purpose. 3. Identify theme(s) of a news story. 4. Begin building empathy, affinity, and understanding with others.
Key Vocabulary
<p>Empathy - the ability to understand and share the feelings of another.</p> <p>Affinity - a natural liking for someone</p>
Focus text and graphic organizer for today's lesson
<p style="text-align: center;">Planting Seeds of Hope Graphic Organizer (pages 1-2)</p> <p style="text-align: center;"> "Guanajuato Norte: For an Agricultural Worker, Supporting His Family Means Being Separated From Them" by Sana Malik and Ingrid Holmquist for <i>The New Yorker</i> (19:03 min film) </p>
Warm-up
<ol style="list-style-type: none"> 1. Create a list of people who you wish you saw more often. 2. Choose one of the people on your list. <ul style="list-style-type: none"> • What three words would you use to describe them? • What three words do you think they would use to describe themselves? 3. Everyone shares their person and either set of three words. Collect the people's names and words on the board, Jamboard, Google Doc, chat, etc.

4. Everyone finds a word that describes themselves or they hope will describe themselves in the future. Share the word and person connected to the word.

Lesson / Activities

1. Preview the Planting Seeds of Hope Graphic Organizer, so students know what to focus on while they watch the video. Encourage students to take notes or type into their graphic organizer as they watch the film.

2. Watch [Guanajuato Norte](#) as a class or individually.

2. Finish filling out the graphic organizer.

3. Using <https://www.polleverywhere.com/> or another tool, create a word cloud of the three words to describe Winny Contreras.

4. Students share one word that describes Winny that also describes them, or a word that they hope will describe them in the future.

Closing

Exit ticket: Referring to your graphic organizer, share one of the questions you'd like to ask Winny or the journalists, Ingrid and Sana.

Lesson Two

Lesson Two Objectives
<ol style="list-style-type: none"> 1. Use Harvard Visual Thinking Strategies to dig for deeper meaning. 2. Make connections between ourselves and people from around the globe. 3. Strive to empathize with others—especially those who may seem vastly different at first.
Focus text and graphic organizer for today’s lesson
<p style="text-align: center;">Planting Seeds of Hope Graphic Organizer (pages 3-4)</p> <p style="text-align: center;">Women on the Move from <i>National Geographic</i></p>
Warm-up
<ol style="list-style-type: none"> 1. Explore Women on the Move, a photojournalism project about women migrants around the world from <i>National Geographic</i>. 2. Choose an image you’d like to think about more deeply. 3. Now, choose one of the Harvard Visual Thinking Strategies and write with speed, going for quantity. <ul style="list-style-type: none"> • See Think Wonder • What Makes You Say That • 3 Whys • Beauty and Truth <p>Strive to find little details others miss. Strive to take risks about what you think is going on. Strive to ask powerful and meaningful questions that will help us unearth deeper meaning.</p> 4. Each student shares a favorite part of their writing. Encourage students to “listen with their pencil.” While other students are sharing, add to your list. You can simply “steal” exactly what someone else says, or you add how their thinking inspired you to notice, see, or realize something new.
Lesson / Activities
<ol style="list-style-type: none"> 1. Ask students to turn to Lesson Two in their Planting Seeds of Hope Graphic Organizer. 2. Show and explain the captions and photo credits that accompany each photo. Then tell students that they are going on a scavenger hunt, trying to find a photo that fits each item on the scavenger hunt.

3. Million Women Scavenger Hunt: Students continue to explore the images in *Women on the Move*, finding photographs that match each description on their scavenger hunt and providing an explanation as to why.

Closing

Collaborative Slideshow

1. Prior to class, create a blank Google Slideshow (or Google Doc or other collaborative space).
2. Ask students to create a slide in the blank slideshow with the following:
 - Their favorite response to any image today (referring to their graphic organizer).
 - A title that matters.
3. If there is time, ask students to comment on one another's slides.

Lesson Three

Lesson Three Objectives
<ol style="list-style-type: none"> 1. Identify the author's purpose. 2. Identify theme(s). 3. Build empathy, affinity, and understanding with others.
Focus texts and resources for today's lesson
<p style="text-align: center;">Planting Seeds of Hope Graphic Organizer (pages 5-7)</p> <p style="text-align: center;">"A Teenager Starting Over In Canada" by Lacy Jane Roberts, Luisa Conlon, and Hanna Miller for <i>The New York Times</i> (12:37 min film)</p> <p style="text-align: center;">"we were fragments" by Dana Blatte, a poem written in response to the focus film</p> <p style="text-align: center;">Harvard Thinking Strategies: 3 Whys Beauty and Truth Step In, Step Out, Step Back</p>
Warm-up
<p>Discuss as a class:</p> <ul style="list-style-type: none"> • What are the best and worst parts of starting at a new school? • What are the best and worst parts of moving to a new community?
Lesson / Activities
<ol style="list-style-type: none"> 1. Direct students to Lesson Four in their Planting Seeds of Hope Graphic Organizers. 2. Introduce "A Teenager Starting Over in Canada" by letting students know that they are going to be looking for similarities between their lives and the life of the main character, Ibraheem, who is a Syrian-born high school student resettling in Canada. As they watch the video they should note similarities and differences connected to Ibraheem's: experiences, thoughts, feelings, and day-to-day life. 3. Watch the film and fill out the graphic organizer. 4. After students have filled out their graphic organizer, share similarities and differences.

Discussion questions to consider:

- Was it easier to find similarities or differences?
- Were there any similarities or differences that surprised you?
- If Ibraheem attended our high school, how do you imagine you would interact with him?

Closing

Using <https://www.polleverywhere.com> or another app, create a word cloud of our words that we hope Ibraheem will use to describe himself in the future.

Lesson Four

Lesson Four Objectives
<ol style="list-style-type: none"> 1. Introduce persona poems 2. Practice mining for and creating golden lines 3. Create a list of persona strategies 4. Analyze author's purpose and craft
Focus texts and graphic organizer for today's lesson
<p style="text-align: center;">Planting Seeds of Hope Graphic Organizer (page 8)</p> <p style="text-align: center;"> Diego's Rebirth by Dominic Bracco III for <i>National Geographic</i> (3:28 min film) Patricia Smith interview on persona poems Ethel's Sestina by Patrica Smith </p>
Warm-up
<ol style="list-style-type: none"> 1. Watch the short documentary Diego's Rebirth (3:28 min). As we watch, write down 3-5 favorite lines or phrases. 2. Create a Google Doc or other editable place for students to collaboratively add their lines. Ask students to choose a favorite line and add it to the document. 3. Using at least one but as many lines as they like, students now create a brief poem using some of Diego's words, adding their own language as well. 4. Create a second Google Doc or other editable place for students, and ask each student to contribute one stanza to a collaborative poem. 5. Once all stanzas have been added, ask all students to share a title that matters. Collaboratively choose one of those titles for your collaborative poem. <p>Click here to see example collaborative poems created by students in Charles Sanderson's class in spring 2021</p>
Lesson / Activities
<ol style="list-style-type: none"> 1. Read Patricia Smith's interview on persona poems. Ask students to list one piece of advice on writing in persona for each paragraph. 2. Introduce Ethel Freeman to students. (There are endless images and articles with a simple Google search.) <i>It is important to know your students and community. Ethel Freeman's story can be</i>

triggering to many. This may not be a story or text you choose to use.

3. Preview [“Ethel’s Sestina” by Patrica Smith](#).

- What do we notice structurally about the poem?
- Make predictions based upon the brief introduction to the poem.
- Predict what Patricia Smith’s purpose might be in writing about Ethel Freeman.

4. Read “Ethel’s Sestina.”

- What language stands out?
- What underreported story gets told through the lens of Patrica Smith?
- What is Patricia Smith’s purpose?
- What is a theme(s) revealed in Ethel’s Sestina?

Closing

1. What three words would Patricia Smith use to describe Ethel Freeman?

2. What three words would Ethel Freeman describe herself?

Lesson Five

Lesson Five Objectives

1. Review Patricia Smith's advice for writing in persona. While students may have many other suggestions, these are ones that everyone should have:
 - Talk about something that is important to that person
 - Add a wrinkle; put them in an interesting situation
 - The person has to be engaged in something interesting
 - Put them in an energetic situation (plop them down in the middle of the drama)
 - Make them say something that is going to bring people to them
2. Find an underreported story that illuminates the life of someone you want to share with a greater audience.
3. Using the graphic organizer, mine for golden lines and ideas to build this person's persona poem.

Warm-up

1. Read the collaborative poem from the previous lesson, which is a persona poem written from the perspective of Diego.
2. Everyone creates a title that has deeper meaning and shares it with the class.

Focus texts and graphic organizer for today's lesson

Planting Seeds of Hope Graphic Organizer (pages 9-11)

Students will choose among the following texts:

[Chagossians Employ Football and Community as Tools of Resistance](#)

[My Entire Life Has Been Spent in a Refugee Center](#)

[AP Road Trip: An Immigrant's Struggles to Survive in Vegas](#)

[Across the Border and Back: An Asylum Seeker's Journey](#)

[Millions of Women Who Migrated](#)

[A Teenager Starting Over In Canada](#)

[Guanajuato Norte](#)

[Life After Deportation](#)

[Diego's Rebirth](#)

[Inside Ohio's Migrant Camps](#)

[Between Borders: Cuban Asylum Seeker Waits in Mexico](#)

[Our Work is Helping People: Meet the Nuns Helping Migrants](#)

[Living Parallel Lives](#)

[Syria's Teen Documentarian](#)
[More Stories / Find Your Own Story](#)

Lesson / Activities

1. We've explored numerous stories about people. Who are some of the people we've encountered that you would like to know more about? Who are some of the people whose stories you believe more people should hear about? Is there a particular story that you would like to help shine a light on?
2. Choose among the focus texts provided for today. You can also choose a story explored in a previous lesson. Find the person's story that you would like to honor, celebrate, and share with a greater audience. Once you have found their story, fill out the graphic organizer, focusing on mining for golden lines and ideas and using Patricia Smith's strategies to help guide you.

Closing

Share a favorite line you found in their story, and a favorite idea you have about your person with the class.

Listen with your pencil as the lines and ideas from your peers may lead you to discovering another idea about your person.

Lesson Six

Lesson Six Objectives

It is important to know your students and how much background you need to share about the Australian government's policy of forcibly removing Aboriginal and Torres Strait children from their families; moreover, these stories may be triggering to students and adults alike.

1. Connect real world stories with persona poems.
2. Identify Linda Christensen's purpose in her poem "Molly Craig."
3. Identify how "Molly Craig" achieves Patricia Smith's criteria for a strong persona poem.

Warm-up

Using <https://www.polleverywhere.com> or another similar app, create a word cloud of the three words you'd hope everyone would be able to use to describe home.

Focus texts, resources, and graphic organizer for today's lesson

Planting Seeds of Hope Graphic Organizer (pages 12-13)

[Rabbit Proof Fence Trailer](#)
["Molly Craig" by Linda Christensen](#)
[Student model persona poems](#)

Additional Optional Resources
[Stolen Generations Background Information](#)
[Telling Our Stories: Stolen Generations](#) (3:47 min)

Lesson / Activities

1. Do as much background on Stolen Generations as you feel your students need. In addition, consider providing background information about American Indian Boarding Schools:
 - [Traumatic Legacy of Indian Boarding Schools](#)
 - [American Indian Boarding Schools Haunt Many](#)
 - [The Bitter Legacy of Canada's Forced-Assimilation Boarding Schools](#)
2. Watch [Rabbit Proof Fence Trailer](#). Focus on the thoughts, feelings, and actions of the young girls who were forcibly removed from their families.
3. Using the graphic organizer, think about the ways that these young girls' stories would fit with Patricia Smith's advice for writing persona poems.
4. Explore student [model persona poems](#). (Note: These poems were written by students in Charles

Sanderson's class in spring 2021. There are examples written in English and in Spanish.)

Students find a model and repeat the process, identifying ways the poem embodies Patricia Smith's advice as well as any other aspects of the poem they appreciate.

Closing

Everyone shares a favorite line from one of the student models.

Lesson Seven

Lesson Seven Objectives
Craft a persona poem from the perspective of someone in an underreported story.
Warm-up
Return to the underreported story that revealed someone’s life you wanted to share with a greater audience. Why is it important that this person’s story be heard by more people?
Focus texts, resources, and graphic organizer for today’s lesson
<p style="text-align: center;">Planting Seeds of Hope Graphic Organizer (pages 14-15)</p> <p style="text-align: center;">Students will return to the news story they selected for their persona poem in Lesson Five.</p> <p style="text-align: center;">Persona Poem Criteria and Submission Form</p>
Lesson / Activities
<p>1. Draft persona poems, using the steps in the Planting Seeds of Hope Graphic Organizer.</p> <p>Provide students with mentor texts while they write:</p> <ul style="list-style-type: none"> • Molly Craig by Linda Christensen • De donde yo soy by Levi Romero • A Language All Their Own by Amaela Bruce • On The Same Path by Molly H. Rufus <p><i>A note about mentor texts. Mentor texts are wonderful ways of helping writers get unstuck. Encourage students to use the beginning of a line. For example, “When you tell my story,...” from “Molly Craig” becomes a wonderful opening line for students to start a poem. In addition, collaboratively brainstorming riffs off these lines can yield wonderful results. For example, if a student was writing from the perspective of an artist, they might begin, “When you paint my story,...” Such brainstorms can produce wonderful new ways of thinking about language: when you sing my story, when you taste my story, when you braille my story.</i></p> <p>2. Revise using the criteria sheet.</p> <p>3. Trade poems and provide feedback to a peer.</p> <p>4. Make final revisions and edits.</p>

5. Give your poem a title that matters.

6. Self reflection: students evaluate their own poems.

Closing

Everyone shares a favorite stanza from their poem.

Lesson Eight

Lesson Eight Objectives
<ol style="list-style-type: none">1. Honor and celebrate the poetry and stories of our community.2. Buoy students' academic, intellectual, scholarly, and linguistic self-esteem.
Graphic organizer for this lesson
Planting Seeds of Hope Graphic Organizer (pages 16-17)
Warm Up
Create a list of people in our community who have stories that are underreported and deserve to be heard by a wider audience.
Activities
<ol style="list-style-type: none">1. Choose a member of our community who you would like to honor and celebrate by crafting a persona poem from their perspective.2. Draft a persona poem from the perspective of the person you want to honor and celebrate. If you get stuck, borrow beginnings of lines from these model poems.3. Revise by referencing the criteria sheet.4. Trade poems and provide feedback to a peer.5. Make final revisions and edits.6. Give your poem a title that matters.7. Self reflection: students evaluate their own poems.

Lesson Nine

Lesson Nine Objectives
<ol style="list-style-type: none">1. Honor and celebrate the poetry and stories of our community.2. Buoy students' academic, intellectual, scholarly, and linguistic self-esteem.3. Share our stories with a greater audience.
Warm Up
<ol style="list-style-type: none">1. Students brainstorm a hashtag for our poetry celebration.2. Students create Instagram or other social media posts to promote the poetry celebration.<ul style="list-style-type: none">• Bonus and acknowledgement for the student with the most likes and shares.
Activities
<ul style="list-style-type: none">• Host an evening poetry event for the community. Invite families, distinguished guests, the subjects of the persona poems, and Pulitzer Center journalists.• When possible, have the subjects of the poems read the poems that were written in their voice.• Have the subjects of the poems share positive feedback and reactions to hearing their poems.• Have the Pulitzer Center journalists honor and celebrate your poets. (Schedule a free virtual class visit with a Pulitzer Center journalist here.)• Make a pitch to the Pulitzer Center journalists to come to your community and report on the important and underreported stories in your community.