

Unit Title	Our Immigration Cuentos
Unit Length	2 - 3 Weeks Daily meetings for two to three weeks
Grade Level(s)/Subject(s)	11th grade/ELA (English Language Arts) Mexican American Literature
Unit Overview	<p>Students will examine underreported stories related to immigration and relate the articles they read to themes of <i>querencia</i>. As defined in the book, Querencia : reflections on the New Mexico homeland, the term <i>querencia</i> comes from bullfighting culture. In that respect it means, "...a place which develops in the course of the fight where the bull makes his home. It does not usually show at once, but develops in his brain as the fight goes on. In this place he feels that he has his back against the wall and in his <i>querencia</i> he is inestimably more dangerous and almost impossible to kill."</p> <p>It is also defined as, "...a place where one feels safe, a place from which one's strength of character is drawn, where one feels at home." <i>Querencia</i> is also explained as the place from which we get our identity: "Who am I? I am myself. I am how I am because I am from here, unique and unlike anyone else." (Fonseca-Chávez, V., Romero, L., Herrera, S. R., & Anaya, R. A. (Eds.). (2020). Querencia : reflections on the New Mexico homeland. University of New Mexico Press.)</p> <p>As students review the news stories, they will analyze key details and themes, and also evaluate how the articles they analyze connect to themes related to the search for <i>home</i>, a search for <i>querencia</i>. They will then present the story they investigated to the class and share their analysis of how the article connects to the theme of <i>querencia</i>.</p> <p>Before starting this unit, students will read The Devil's Highway by Luis Alberto Correa, which describes the stories of 26 people who migrated to the U.S. in 2001. In addition to exploring themes of <i>querencia</i>, students will relate the Pulitzer Center stories they research and present on to the themes of the book <i>The Devil's Highway</i>. They will examine the motivations and goals of the people who are migrating and the outcomes of their journeys.</p>

	<p>By the end of the unit, students will share their analyses as part of classroom presentations in small groups. They will also produce “digital cuentos” that document stories of immigration from their own communities, relate those stories to themes from the articles they analyzed, and relate those stories to the concept of <i>querencia</i>.</p> <p>Essential questions:</p> <ol style="list-style-type: none"> 1. Why are people migrating? Why are people willing to leave their homes and move somewhere else? 2. What challenges do people who are migrating face when reaching their destinations? 3. What are the processes people who migrate navigate to stay in the place they move to? What are their experiences of these processes and where do you see trends in the challenges/opportunities in these processes? 4. In what ways are people organizing/advocating to address the challenges people face while migrating and trying to remain in their destination? 5. How do the stories of migration explored in this unit compare to experiences of migration in my own community? 6. What is underreported about the experience of migration, and why is it important to tell stories of migration? How do our stories of migration, and the stories explored in this unit, compare to other media representations of migration? 7. How can stories make complex issues relevant and inspire action?
Objectives:	<ul style="list-style-type: none"> • Students will learn about the global dynamics of immigration. • Students will explore the concept of <i>querencia</i> and analyze where they see evidence of <i>querencia</i> in multiple news stories and in stories of migration from their own communities. • Students will learn and share experiential knowledge from their experiences, the experiences of interviewees, about the migration to the U.S. • Students will learn and apply interview skills to create digital cuentos. • Students will be able to relate their experiences as immigrants or children of immigrants to the experiences of the people in the stories they analyze.

Standards	<p>New Mexico Common Core Standards for English Language Arts</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity:</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently
Unit Resources	Pulitzer Center-supported news stories:

"Report: U.S. Agencies Didn't Follow Policies To Assist Immigrant Soldier" by María Inés Zamudio for WBEZ 91.5

Text options for students' projects:

"Fleeing Violence, Mexicans Seek Asylum in the U.S." by Rebecca Plevin & Omar Ornelas for The Desert Sun

"Extra-Continental Migration: The Longest Journey to America" by Nadja Drost & Bruno Federico for PBS Newshour

"Dreams Derailed" by Marcela Rodrigues for The Chronicle of Higher Education

"Crossing the Border With Children" by Madison Powers

"A Shared Uncertainty: Migration Stories From Tunisia" by Audrey Thibert

"Life After Deportation" by Nina Shapiro, Corrine Shin & Erika Schultz for The Seattle Times

"Beyond the Border" by Tyrone Beason, Corrine Shin & Erika Schultz for The Seattle Times

"Families Divided" by Neena Satija for The Texas Tribune

"Deported to Haiti Even Though He Wasn't Born There, He's Still Fighting to Get Back to the U.S." by Jacqueline Charles for The Miami Herald

"They Thought Their Sick Little Girl Would Be Safe in America. Then It Denied Her Family Entry" by Tanvi Misra for Politico

"I'll Do It Again: Hopes of Economic Stability Propel Young Tunisians Across the Mediterranean Sea" by Audrey Thibert

"Seeking Refuge: The Story of Two Women I Know" by Ankita Mukhopadhyay for The Wire

"Uncertain Futures: Ukrainian Refugees in Turkey, One Year In" by Diana Rayes

"Heaven to Hell, Blue Skies to Pain: The Lament of Iraq's Climate Migrants" by Susan Schulman for The Daily Maverick

"Climate Migration: Blind and Homeless Amid Somalia's Drought" by Cara Anna for Associated Press

[“An Exodus of Nurses Has Caused a “Medical Brain Drain” in Nigeria. Are Rich Countries To Blame?” by Aurora Almendral and Ibanga Isine for Quartz](#)

[“Said and the Others: The Unresolved Challenges of Migrant Integration in Italy” by Giulia Pozzi](#)

[“Coups, COVID, Climate: The Triple Threat Chasing Citizens From Myanmar’s Rice Bowl” by Kiana Duncan for The Guardian](#)

[“Dreams Detained: Young Migrants and the Families They Leave Behind in Guatemala” by Jessica Marcy](#)

[“A Country That Welcomes Migration by Patrick Ammerman” for Yes!](#)

[“Inside Malaysia’s ‘Living Hell’ for Refugee Children” by Ifath Sayed and Jueun Choi for News Deeply](#)

[“Far From Home” by Amie Ferris-Rotman and Zahra Joya for Time](#)

[“For Young Venezuelan Migrants in Brazil, Drugs, Gold and Early Death” by Emily Costa, Rodrigo Chagas and Mariana Rios for InfoAmazonia](#)

Other texts:

[Querencia: Reflections on the New Mexico Homeland](#)

[Edited by Vanessa Fonseca-Chávez, Levi Romero and Spencer R. Herrera](#)

Teaching materials:

Teaching slides with presentation example [[.pptx](#)][[.pdf](#)]

[Precís statement](#) format handout

[[.pdf](#)][[.docx](#)]

Rubric for the digital cuento presentation of migration stories from students and/or members of their communities[[.pdf](#)][[.docx](#)]

Rubrics for presentation, including the précis statement and storyboard. [[.pdf](#)]

Rubric for the digital cuento presentation of migration stories from students and/or members of their communities[[.pdf](#)][[.docx](#)]

Digital cuento example [[.pdf](#)][[.pptx](#)]

Performance Task(s)	<ol style="list-style-type: none"> 1. In groups of up to 3, students will research reporting related to immigration. They will create a presentation (slideshow or video) describing key details and themes from the reporting. Presentations will also compare and contrast the story to other material studied in the class and describe evidence of <i>querencia</i> in the article. Presentations should... <ol style="list-style-type: none"> a. Describe the title and topic of the story. Who is the author, what is their story? b. Summarize the story and focus on a single aspect of the story. <ol style="list-style-type: none"> i. What part of the immigration experience (beginning the journey, the journey itself, and the outcome) does the story focus on? What is the outcome of the story? What questions would you have for the different people in the story? How does the story reflect <i>querencia</i>? 2. Individually, students will create a <i>digital cuento</i> presentation that either relates their own migration story, or the story of a family member/friend/community member, to the themes explored in the unit. If presenting the story of a family member or community member, students will prepare and conduct an interview. Students will present with a slideshow or video. Presentations should... <ol style="list-style-type: none"> a. Summarize the migration experience of the person being profiled, and include key details that were identified as important to the subject of the profile. b. Relate the person's story to themes explored throughout the unit, including the theme of <i>querencia</i>.
Assessment/Evaluation	<p>Rubric for the digital cuento presentation of migration stories from students and/or members of their communities[.pdf][.docx]</p> <p>Rubrics for presentation, including the précis statement and storyboard. [.pdf]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
Weeks 1-3				
Day 1	<p><u>“Report: U.S. Agencies Didn’t Follow Policies To Assist Immigrant Soldier” by María Inés Zamudio for WBEZ 91.5</u></p> <p><u>Querencia Reflections on the New Mexico Homeland Edited by Vanessa Fonseca-Chávez, Levi Romero and Spencer R. Herrera</u></p>	<p>Promethean board</p> <p>Presentation rubric [.pdf]</p> <p>Teaching slides with presentation example [.pptx][.pdf]</p>	<p>Why are stories about migration important?</p> <p>How do news stories reflect the immigration experience? (beginning the journey, the journey itself and the outcome)</p> <p>Where are the elements of querencia in news stories related to migration?</p> <p>Students will be able to (SWBAT) analyze the term <i>querencia</i> and evaluate evidence of <i>querencia</i> in a news article related to migration</p>	<ol style="list-style-type: none"> Optional warm up: Ask students to discuss what immigration stories tend to dominate news and media coverage of immigration to the U.S. Ask, “What stories are missing or underreported about the experience of migrating to the U.S.?” Introduce the unit and final project (slides 1-2 of the underreported stories presentation) Introduce students to the concept of querencia using the following quotes from the book <i>Querencia: Reflections on the New Mexico Homeland</i> <ol style="list-style-type: none"> “...a place which develops in the course of the fight where the bull makes his home. It does not usually show at once, but develops in his brain as the fight goes on. In this place he feels that he has his back

			<p>Students will be able to summarize a news article and analyze how the article connects to course themes and the theme of <i>querencia</i></p> <p>SWBAT analyze and describe the requirements and goals for their final presentations.</p>	<p>against the wall and in his <i>querencia</i> he is inestimably more dangerous and almost impossible to kill."</p> <p>b. "...a place where one feels safe, a place from which one's strength of character is drawn, where one feels at home." <i>Querencia</i> is also explained as the place from which we get our identity: "Who am I? I am myself. I am how I am because I am from here, unique and unlike anyone else." (Fonseca-Chávez, V., Romero, L., Herrera, S. R., & Anaya, R. A. (Eds.). (2020). <i>Querencia: reflections on the New Mexico homeland</i>. University of New Mexico Press.)</p> <p>4. Option: Have students create their own definitions of <i>querencia</i>, and share examples from their own lives or from classroom readings.</p> <p>5. Introduce students to the guiding questions students will use when they are completing their presentations and the articles they will select from for their presentations. (slide 3-4)</p> <p>a. What part of the immigration experience (beginning the journey, the journey itself ,and</p>
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				<p>the outcome) does the story focus on?</p> <p>b. What is the outcome of the story?</p> <p>c. What questions would you have for the different people in the story?</p> <p>6. Introduce a Pulitzer Center-supported news article to model the presentation process for students.</p> <ul style="list-style-type: none"> • Share the article, “Report: U.S. Agencies Didn’t Follow Policies To Assist Immigrant Soldier” by María Inés Zamudio for WBEZ 91.5 and read it as a class. • Ask students to identify key details from the article. • Use slides 5-11 to model the process for creating a final presentation that... <ul style="list-style-type: none"> ◦ Summarizes the article ◦ Highlights key details from the articles ◦ Describes evidence of <i>querencia</i> in the article.
Day 2-4	List of stories on slide 4 of the underreported stories slideshow [.pptx][.pdf]	Precís statement format handout [.pdf][.docx]	Students will be able to (SWBAT) analyze the term <i>querencia</i> and evaluate evidence of <i>querencia</i> in a	<ol style="list-style-type: none"> 1. In small groups, students will choose their stories and start to read them. 2. Students review the precís statement format handout.

		Teaching slides with presentation example [.pptx] [.pdf]	news article related to migration	3. Next, students will create a précis statement based on the story.
Day 3		Presentation rubric [.pdf]	SWBAT to compose presentations summarizing a news article related to migration, analyzing key themes from the article, and making connections between the article and theme of <i>querencia</i> .	<ol style="list-style-type: none"> 1. Students review the presentation rubric. 2. Students work in small groups to plan and prepare presentations.
Day 4 thru 10		Presentation rubric [.pdf]	SWBAT to compose presentations summarizing a news article related to migration, analyzing key themes from the article, and making connections between the article and theme of <i>querencia</i> .	<ol style="list-style-type: none"> 1. Students will work on preparing their presentations, and the teacher will be available for support and will check on progress.
Day 10 to 15		Presentation rubric [.pdf]	SWBAT will present their slideshows to the class	<ol style="list-style-type: none"> 1. Students will present their slideshows. When not presenting, students use the presentation rubric to evaluate their classmates' presentations. They also evaluate connections between the stories they

				<p>analyzed and the stories presented by their classmates.</p> <p>2. Discussion: Students connect details from the articles presented to engage in the following essential questions for the unit:</p> <ul style="list-style-type: none">• Why are people migrating?• Why are people willing to leave their homes and move somewhere else?• What challenges do people who are migrating face when reaching their destinations?• What are the processes people who migrate navigate to stay in the place they move to?• What are their experiences of these processes and where do you see trends in the challenges/opportunities in these processes?• In what ways are people organizing/advocating to address the challenges people face while migrating and trying to remain in their destination?• How do the stories of migration explored in this unit compare to experiences of migration in my own community?• What is underreported about the experience of migration, and why is it important to tell stories of migration? How do our stories of migration, and
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				<p>the stories explored in this unit, compare to other media representations of migration?</p> <ul style="list-style-type: none"> • How can stories make complex issues relevant and inspire action?
Day 16		<p>Rubric for the digital cuento presentation of migration stories from students and/or members of their communities[.pdf][.docx]</p> <p>Digital cuento example [.pdf][.pptx]</p>	<p>SWBAT review the goals and requirements for the digital cuentos project and plan their digital cuentos presentations</p>	<ol style="list-style-type: none"> 1. Students review the goals and requirements for the digital cuento project. 2. Students use the rubric to analyze the digital cuento example. 3. Students review the deadline for the project and begin planning their digital cuentos.