

Teaching HOME

A Re-Imagining Migration
Educator's Guide



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Part One

Before Teaching Home

1.1 Introduction

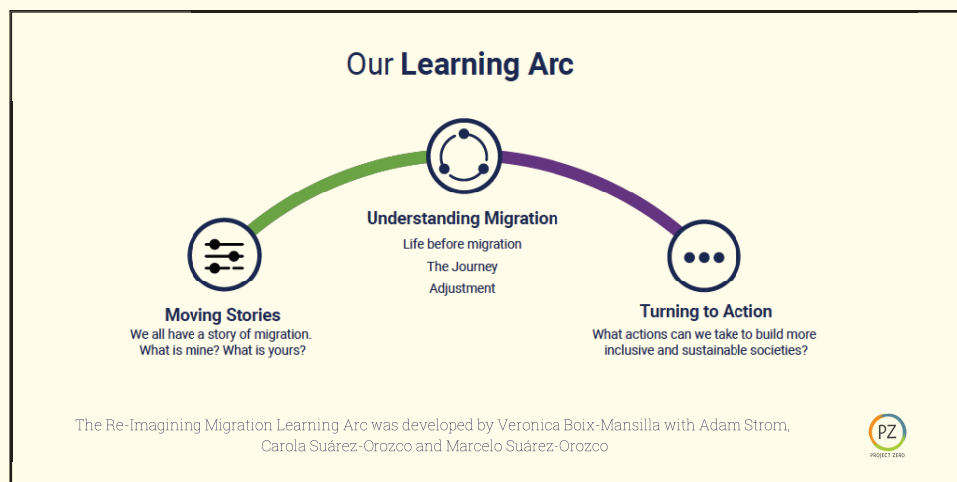
Home is the story of a young boy who is torn away from his mother while seeking asylum at the US border just as something begins to change in him. He doesn't know it yet, but it's the onset of super-human abilities that will change his life forever. Julio Anta is joined by artist Anna Wieszczyk, color artist Bryan Valenza, letterer Hassan Otsmane-Elhaou, and cover artist Lisa Sterle.

According to the *Washington Post*, "The Trump administration separated at least 5,500 children from their parents along the border between July 2017 and June 2018 in an attempt to deter migration." On February 2, 2021, President Biden issued an executive order that created a task force to reunite the remaining families. Imagine the anguish these children are experiencing given the grueling experience they encountered fleeing their own country. It is that experience that is at the heart of Julio Anta's *Home*. Imagine the guilt, fear and anger parents must feel when their children are taken away from them. The plethora of emotions rage within because they believe they failed their children again. *Home* illustrates the experiences of both parent and child but also adds a layer of heroism to the main character that gives the reader another perspective on what it means to have superpowers.

In the spring of 2021, NPR¹ reported that the number of asylum-seeking migrants, including unaccompanied minors, crossing the southwest border into the U.S. is soaring, leaving the Biden administration scrambling to find appropriate care and housing for thousands of children. Experts explain that the recent increase of migrants has been on the rise since April 2020 due to ongoing violence, natural disasters, food insecurity, and poverty in Guatemala, El Salvador, and Honduras. Not all of them apply for or are granted asylum.

1.2

Home and the Re-Imagining Migration Learning Arc



Home powerfully explores several key themes from the Re-Imagining Migration Learning Arc. As a graphic depiction of a family migration story, *Home* provides an opening to discuss the questions at the heart of the Moving Stories section of the learning arc including:

- ▶ We all have a story of migration—what is my story? What is yours?
- ▶ In what ways do stories of migration help us understand who we are?
- ▶ What can we learn from the many visible and invisible stories of migration around us?
- ▶ How can we approach the sharing of stories of migration with understanding and compassion?

The book's focus on Juan and his mother's journey to the US speaks powerfully to the journey section of the learning arc. Their story, if introduced and discussed with context and care, can help readers better understand and empathize with those who, like Juan, have risked their lives to cross the border. To discuss these experiences, consider adapting the following guiding questions.

1.3

The Journey

What do people experience as they move from one place to another?

- ▶ In what ways are people's migration journeys similar and different from one another?
- ▶ How much control do migrants have over their journey and what are the choices and dilemmas they face during their journey?
- ▶ What do these journeys reveal about human nature?

How do borders impact people's lives?

- ▶ What is the purpose of borders?
- ▶ How do the visible and invisible borders that people encounter shape their lives?
- ▶ How can borders work in an ethical way?

How do individuals and societies navigate ambiguous status?

- ▶ What are the rights of people with ambiguous status (people who are not clearly recognized by the State)?
- ▶ How do individuals and societies manage ambiguous status?
- ▶ What are our responsibilities toward people on the move with ambiguous status?

As we think about both the books we read and the way we teach them, we often find ourselves reflecting on a fundamental observation articulated by Dr. Rudine Sims Bishop. Dr. Sims Bishop explained "Books are sometimes windows, offering views of worlds that may be

real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it to us, and in that reflection, we can see our own lives and experiences as part of a larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books."

With her words in mind, we should recognize that *Home* will impact different readers differently. For some, the book will introduce them to a world that may be unfamiliar or only known through media, myth, or stereotype. For others, the book might serve as a mirror in the way that many readers of graphic novels and comics identify with the superhero abilities that arise during times of adversity, just as Juan discovered his during his tumultuous journey. Our challenge as educators is to provide opportunities to recognize experiences that we bring from *Home* and enhance them with a deep engagement with the story, then reflect on them with our peers whose perspectives and personal experiences might be different than our own.

Finally, as teachers and readers, we need to remember that Juan's story is one of migration and family sacrifice. There are others, and it would be a mistake to let a single story represent all migration experiences. Indeed, migration has been an integral part of our experience since humans first walked the earth; while it has ebbed and flowed over time, it is ubiquitous. Across history, the skepticism, fear, and intolerance associated with differences have developed into deeply ingrained class and culture hierarchies leading to conflict, intolerance, and violence. In a world with more and more people on the move, educating young people to learn to live with, work with, and respect our differences is essential for the survival of democracy. This is not an option—it is imperative.

1.4

Dispositions We Seek to Develop in Students

By Veronica Boix- Mansilla

Re-imagining Migration’s educational framework identifies five core dispositions that we deem essential to navigate a world of increasing mobility, diversity, and complexity. One way to think about the dispositions is as the overarching learning goals of the curriculum preparing young people for a world on the move. They are introduced below, highlighting cognitive as well as social, emotional, and ethical dimensions of learning and development.

Five Core Dispositions

The capacity, sensitivity, and inclination to...

Understand and value oneself. Recognizing one’s own emotions, thoughts, values, cultural lenses, and worldviews—and the multiple influences on them. Acknowledging one’s strengths and capacity to contribute to our environments, as well as our proclivity to hold stereotypes or blind spots. Recognizing that others may have views of the world and of ourselves that are different from our own.

1 Understand Perspectives: Others and One’s Own

Empathize with others, honoring their dignity and seeking to understand their experiences and perspective. An embodied disposition to share in the experiences and emotions of another person. A disposition to seek to understand their values and worldviews, multiple cultural affiliations, and influences. A disposition to care about who another person is (a peer, a literary character), minimizing “othering” and recognizing other people’s human dignity.

Recognize, value, and bridge complex emotions, identities, intersections, and influences. Appreciate the dynamism of cultures and perspectives. A disposition to recognize that there is always more than one perspective, that individuals may participate in multiple cultures, and that cultures influence one another. An openness and disposition to appreciate intersections, mixture, and hybridity in people and cultures.

2 Inquire About Migration with Care and Nuance

The capacity, sensitivity, and inclination to...

Exhibit care and curiosity about our shared and divergent human experience of migration. Feel connected and belonging to a larger human story, viewing migration as a shared human experience—past, present, and future. Pose relevant and informed questions, exhibiting curiosity and the desire to learn.

Investigate and recognize patterns across time, place, and identities reasoning with diverse sources of evidence. Gather, weigh, and reason with evidence to make sense of migration-related issues or situations, seeking out quality sources and media and interpreting them carefully and critically. Consider, for instance, evidence on causes for and impacts of migration on individuals, communities, and nations, combining disciplinary lenses to make sense of a world on the move. Consider patterns across time, space, and identities.

Form informed and ethical personal positions. Examine matters with compassion, managing complex ideas, contexts, and emotions to draw informed conclusions about issues related to migration.

3 Communicate and Build Relationships Across Difference

The capacity, sensitivity, and inclination to...

Listen empathically and mindfully. Listen openly, empathically and mindfully to the many languages people use to communicate (verbal, visual, body languages). Appreciate communicative styles as expressions of identity, culture, and communities of belonging, and recognize that people's humanity, cultural assets and complex thinking capacities are often vaster than what emerging linguistic competences can show, or how non-dominant forms of expression are often interpreted.

Express with purpose, audience, and context in mind. Use multiple languages to communicate (feelings, values, ideas, stories), express oneself (one's identity, culture, belonging) in ways that keep purpose, audience, and context in mind. Appreciate and engage in cultural and linguistic straddling, code-switching, and combining languages to improve communication, and build bonding and bridging relationships within and across groups.

Appreciate and reflect on respectful and inclusive dialogue across race, nationality, gender, religion, and ethnicity. Appreciate respectful dialogue building on the desire to understand and be understood. Recognize, critically, that language can serve as a gatekeeper or a gateway for inclusion and for understanding other people's lives, cultures, and the world. Recognize and reflect on communication and relational challenges recognizing the source of difficulties (e.g., language of exclusion, differences in communicative norms), and seeking inclusive solutions.

The capacity, sensitivity, and inclination to...

Recognize power and inequities in various forms. Recognize racial, class, religious, ethnic, and gender inequities and power disparities regarding self and known and distant others—in daily experiences as well as across past and present, local, and global cases of migration. Uphold values of human dignity and diversity that are foundational to inclusive societies, social belonging, and moral development.

Understand one’s own position vis-à-vis power and inequities. Understand one’s own position vis-à-vis inequities navigating the ideas, feelings, and relationships associated with responding to inequities from specific positions and contexts (e.g., compassion, respect, and admiration vis-à-vis persons who experience marginalization, as well as pride in one’s own family story of migration, freedom, and courage to share one’s language, values, and roots).

Envisioning inclusive and sustainable societies. Imagine possible equitable and just futures, enriched by the inclusion of marginalized voices in dialogue and relationships that embody the values of human dignity and diversity central to our democratic life.

**4
Recognize Power &
Inequities in Human
Experience and Migration**

The capacity, sensitivity, and inclination to...

Recognize our circles of belonging, care, and influence. Develop a sense of belonging to a learning environment, a community, and a society and an inclination to participate regarding issues or situations involving human migration. Be sensitive toward opportunities to act constructively in groups, contexts, and relationships, and a desire and inclination to make a difference.

Employ understanding, voice, and action to foster equitable and inclusive societies. Seek to understand experiences and systems associated with human migration and how earlier change makers have attempted to make a difference. Use the capacity to express one’s perspective, experiences, and story to change minds. Use civic engagement tools (political action, community projects, digital campaigns) to take informed and compassionate action.

Reflect and revise our actions. Reflect on actions and strategies (learn from the stories of the past, examining prior attempts, voicing perspectives, engaging others, planning, and executing). Assess and adjust them to foster well-being among immigrant and host communities; foster equitable and inclusive societies strengthening civic life and democratic institutions.

**5
Take Action to Foster
Inclusive and Sustainable
Societies**

1.5

Author's Note from Julio Anta: Reflections on Migrants' Stories

In the Spring of 2018, news of family separation at the border began trickling in. Like many Americans, I was devastated by what I was seeing. But as the son of a Cuban refugee, and the grandson of undocumented immigrants from Colombia, this news hit me particularly hard. Seeing images of children in cages, listening to interviews with parents who had no idea when, or even if they'd ever see their children again...it broke me.

Not only did I see my Cuban father—whose parents brought him over as a five-year-old nearly 60 years ago—in the eyes of these children at the border, but as a new father myself, I saw my own three-year-old son.

So, after months of obsessively researching the issue, I began developing the idea for *Home*. I wanted to expose my readers to the cruelty immigrants—particularly Latin American asylum seekers—are subjected to by our government, and, in the process, hopefully influence these readers to think differently. That's how *Home*, the comic book, was born.



What Should Educators Know Before Teaching *Home*?

1.6

For more information on how family separation impacts youth, here are two resources written by Carola Suárez-Orozco:

What should educators know before teaching *Home*, and how should that knowledge shape their approach to teaching the novel? One can find an answer after watching a conversation with Re-Imagining Migration’s program leads, Abeer Shinnawi and Carola Suárez-Orozco, about family separation and the impact of the trauma on children and their families: What should educators know, do, and understand before teaching *Home*?²

The Science is clear: Separating Families has Long-term Damaging Psychological and Health Consequences for Children, Families, and Communities³

I Felt Like My Heart Was Staying Behind: Psychological Implications of Family Separations & Reunifications for Immigrant Youth⁴

2 <https://bit.ly/3l9U1tq>

3 <https://bit.ly/2Yi743q>
4 <https://bit.ly/3uDEAgd>

CAROLA SUÁREZ-OROZCO is the chair of Re-imagining Migration’s board of directors. She is also a Distinguished Professor of Education and Human Development at the University of Massachusetts, Boston and the co-founder of Re-imagining Migration. Her books include *Children of Immigration* (Harvard University Press), *Learning a New Land* (Harvard University Press), as well as *Transitions: The Development of the Children of Immigrants* (NYU Press). She

has been awarded an American Psychological Association (APA) Presidential Citation for her contributions to the understanding of the cultural psychology of immigration, has served as chair of the APA Presidential Task Force on Immigration, and is a member of the National Academy of Education. Her latest book is *Immigrant-Origin Students in Community College: Navigating Risk and Reward in Higher Education*.

Reading Graphic Novels

1.7

“...When you look at a photo or realistic drawing of a face, you see it as the face of another. But when you enter the world of the cartoon, you see yourself.”
—Scott McCloud, author of *Understanding Comics*

Here are some resources to help you build a foundation for teaching *Home* or any other graphic novel.

According to *Literacy Today: Reading Graphic Novels*⁵, the popularity of graphic novels have taken on a new form of learning in schools across the nation. Educators are finding that teaching graphic novels allows students to learn using various modalities while being entertained. Although graphic novels are not new, knowing how to teach them is vital to creating a better understanding and appreciation for the genre within a curriculum. According to *Literacy Today*, graphic novels lend themselves to being used:

Graphic Novels/Comics and Terms and Concepts⁶ (Read-Write-Think): brief vocabulary concepts about graphic novels.

Comic vocabulary definitions and examples⁷ (Read-Write-Think): text containers provide examples of how to read comic panels using the different designs used in graphic novels and comics.

Comic Book Grammar and Tradition:⁸ website that explains the aesthetic nature of comic book lettering.

To launch a genre study • As mentor texts for author’s craft • As writing prompts • To introduce complex themes and issues • As a prompt for expository writing • For engaging students in critical literacy
To encourage authentic discussions in literature circles or inquiry groups

5 <https://bit.ly/3uHmWln>

6 <https://bit.ly/3a5cbG6>
7 <https://bit.ly/2Yt1gE1>
8 <https://bit.ly/3Aa0mt1>

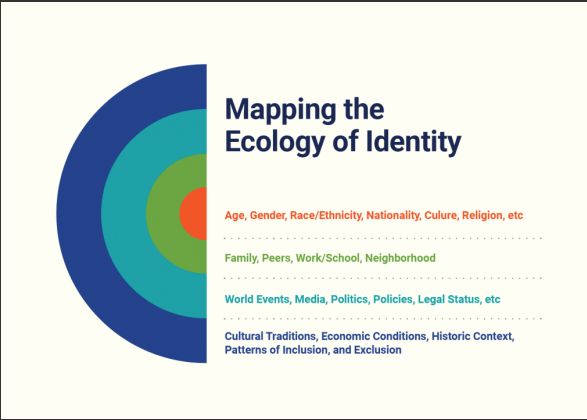
Part Two

Teaching *Home*

2.1 Pre-Reading Activities

Identities in Context:⁹

All of us develop our identities within a social and cultural context. To a certain extent, that context influences the opportunities we have in life and our ability to express ourselves as we wish. Psychologist Uri Bronfenbrenner tried to capture the influence of the environment on people’s identities in what he called the Ecological Theory of Identity. In it, he tried to identify the various forces that shape the way we develop our sense of self.



Identifying the way each layer of the ecological model relates to our identity is particularly helpful for exploring the ways that newcomers develop their identities in a new land because they, or their family members, have recently transitioned from one social and cultural context to another. Therefore, the relationship between their identities and their environment has changed. Helping to isolate those changes can help to clarify the way people navigate their lives in a new land.

Before beginning a discussion of the book, create an ecological identity map for yourself. Throughout the guide, we encourage students to create a similar map for the characters they encounter in the book.

Moving Stories:

All of us have migration stories, whether in this generation or in the past, across internal borders of within, by choice, by force, or something in between. Before turning to the novel, you might encourage students to share their own moving stories using ideas from our learning guide. The core of the activity is having students interview each other, with proper contracting and guidance, using a set of questions that were developed by a group of learning scholars including educators, sociologists, and psychologists. Follow this link¹⁰ to the learning guide for ideas on how to structure the activity.

Exploring The Theme Of A Moral Compass:

Home is a graphic novel that allows the opportunity for students and educators to develop conversations around the concept of using a *moral compass*. A moral compass is a reference to a person's ability to judge what is right and wrong and act accordingly. Prior to reading the book, use the following questions as a guide:

- ▶ Look at each character through a moral compass—how do they project being morally just?
- ▶ How can we bring awareness of the treatment of migrants and their families at the border?
- ▶ How can we, as a society, help to bring about change?
- ▶ How is being complicit considered to be morally corrupt? Examine the role of White supremacy culture in the novel and the complicit behavior of the characters of color.



1.
Ask students to answer the following question and complete the activity:

What do(es) _____ mean to you? Pick one:

- Power • Justice • Migration • Identity • Responsibility • Borders

Draw a comic to illustrate how it shows up in the United States in different contexts -- in your community, in your school, in your family, in your friends, in your pop culture, in social media.

2.
Rate each statement from 1: Strongly Agree to 10: Strongly Disagree:

- People with power are obligated to use it for good, no matter their age.
- When people are in danger, they have a human right to leave the dangerous place and seek freedom elsewhere.
- When someone is new to our community, we should welcome them warmly and include them in activities.

Pick one statement and compose a written, audio, or video journal entry. Consider examples from your own life and media you have consumed. Revisit your entry throughout your reading of the comic book series and consider how it confirms, refutes, and/or enriches your understanding of the issues.

10 <https://bit.ly/3BaixQw>

Part Three

Reading *Home*

3.1 Teaching Suggestion Pre-Read:

Too often readers skip through the illustrations in books, focusing on the words to carry the narrative. In a graphic novel, the words and images work together to tell the story. That is true of *Home*. One way to ensure that readers engage with the illustrations is to ask them to read each book one time without looking at the text. After completing the book, individually or in groups, use the see-feel-think-wonder¹¹ thinking routine from Project Zero to structure the reflection.

With students' observations, feelings, thoughts, and wonders noted, read each book a second time, this time including the words and revisit the thinking routine. What would students add? How did the words influence their responses to the story? Are there wonders that were answered? Did new wonders surface?

11

<https://bit.ly/3uj5Zg0>

3.2 What Do We Know and What Don't We Know?

Note: *Home* is a series of books but uses the power of images and words. You may choose the book as a read-aloud, assign each book to smaller clusters of students for them to read together, or ask students to read the book on their own. Regardless of how students encounter the text, we believe that it is vital that you make time to explore the text in a reflective conversation. To be clear, when we say text, we are referring to both the words and the illustrations.

After recording student wonderings, consider what we know and what we don't know about Juan's story.

Individually or in groups ask students to record what they know about Juan's story on a piece of paper or computer document: in one column note what we know and, in another column, add what we don't know. Consider using the following guiding questions to structure this exercise:

- ▶ What was Juan's life like before he migrated?
- ▶ Why did he migrate?
- ▶ How much choice did he have in the decision to migrate?
- ▶ What did he experience as he migrated? How did this impact the relationship with his mother?
- ▶ How much control did he have over his journey and what are the choices and dilemmas he faces along the way? How were the dilemmas different for his mother?
- ▶ What physical and psychological borders did he have to cross along the way?
- ▶ What are the conditions like for him in the US?
- ▶ Is Juan's migration story typical? Does it represent the experiences of most immigrants? If so, how? If not, what is unique about his experience?
- ▶ Consider what you learn about migration from media and public officials. How is this story like what you see and hear coming from politicians and in the media? How is it different? How does the author use quotes from politicians to emphasize the narrative of migrants coming to this country?
- ▶ What did you learn about migration from this book that you didn't know before?

After considering the questions, look at what you said you knew. Now note what you don't know. How might you find the answers?

3.3

What's Below the Surface of Juan's Story?

Use the iceberg diagram exercise to reveal what is under the surface of the story told in *Home*. While the book focuses on his journey, what are the other themes and issues that are raised by his story?



Part Four

4.1 Connecting, Extending, and Challenging Our Knowledge and Understanding

- ▶ How does the story in *Home* connect to what you already know about immigration?
- ▶ How does it extend your knowledge of immigration?
- ▶ How might it challenge what you already know about immigration?

Using Project Zero Thinking Routines



Following are a series of thinking routines¹², almost all of which come from Project Zero at the Harvard Graduate School of Education.¹³ Senior Project Zero Principal Investigator Veronica Boix Mansilla explains that thinking routines are “thinking structures or malleable micro-teaching tools carefully designed to be used in a wide range of learning spaces. Meant to be used frequently, across content, over time, and as an integral part of a learning environment, these routines are essential contributors to creating a classroom culture where learners are engaged thoughtfully, and their thoughts and voices take center stage.”

¹² <https://bit.ly/3FioRYz>

¹³ <https://pz.harvard.edu>

4.2

Text to Text, Text to Self, Text to World

- ▶ How is the story in *Home* like another text that you have read, seen, or listened to?
 - ▶ How does the story in *Home* connect with your story or experiences? How might it be different?
 - ▶ How is the story in *Home* similar to something else you know about or have learned about from the world at large?
-

4.3

Same, Different, Gain

Take the ideas in the last thinking routine deeper by exploring one connection you made to another text or event.

- ▶ How are they similar?
 - ▶ How are they different?
 - ▶ What do we gain by comparing them? And what might we lose in the comparison?
-

4.4

Three Whys

Consider the significance of the story in *Home*.

- ▶ Why does it matter to you?
- ▶ Why does it matter to your community?
- ▶ Why does it matter to the world?

Part Five

5.1 Chapter One: Who Has the Power?

In this chapter, the reader is introduced to Juan and his mother, Mercedes, after they cross the border into Texas. This provides an opportunity to focus on perspective-taking, as we consider the ways in which people are impacted by the decisions they make, but also how they can become accomplices to policies that affect the lives of others

- ▶ Who has the power in this issue?
- ▶ Who does not have power?
- ▶ What do individuals/groups do with the power?
- ▶ Who benefits from the power?

Reading Home

Reflection Questions

1. How does it impact you as a reader to know that the series is grounded in actual, real-world experiences of Guatemalan immigrants—both children and adults?
2. What are the factors pushing the characters away from their homes and pulling them to migrate elsewhere—social, political, and/or environmental? What connections and patterns can you identify from your own stories of migration?
3. What values are reflected in each character's actions? In your community, what are the values that you see expressed?
4. What makes an action morally justifiable? Whose actions in this chapter are morally just? Why?
5. Who has power? Who doesn't have power? What do individuals and groups do with power? Who benefits? Track shifts and how power dynamics change over time. How do power dynamics work in your community?
6. Determine which political and social systems are at work here. Think about what Juan and his mother experienced from government employees when they arrived at the border. How do the impacts of the political and social systems show up in ways that are either obvious or hidden? What patterns do you see? How do they echo in your own community?
7. How does the illustrator make the characters' emotions visible? How can we help others visualize our emotions, and others' emotions, to build empathy through both words and images?
8. Words matter. How does the use of the words *scourge*, and *criminals* help shape a particular image of immigrants coming into the United States?
9. Examine the image of "The Icebox." What message does the illustrator portray using the color scheme? Compare the illustration with images in the media of detention centers holding children at the border.
10. What was the "zero tolerance" rule under the Trump administration? Do some research on "zero tolerance." Using your information, think about how that affected mi/immigrants living with ambiguous status in the United States.
11. After reading the chapter, what do you know about how long the journey was from Guatemala to the United States border? What type of planning do you think is necessary for the journey? Besides physical materials, what else would one need to prepare to take the journey?
12. Juan was placed in solitary confinement for having extra food. Do you think he should be punished for having extra food? Do you think the punishment was just? Discuss.
13. Juan realizes he has superpowers while in solitary confinement, but by accident. Describe Juan's superpowers. How does this change his role in the story? How do you think this will affect the story?

Chapter Two: Survival and the Single Story

After Juan escapes from the detention center, he seeks to find his relatives so he can be reunited with his mother. The struggle continues as Juan tries to avoid being caught by ICE and other members of the community.

Guiding Questions

- ▶ How do we navigate our own strengths and weaknesses during times of struggle?
- ▶ How does Juan’s family history dictate his fate?
- ▶ How does fear ignite mob mentality?

Reflection Questions

1. What do we give up or sacrifice when we make choices about our survival? How do we weigh the needs of individuals with the needs of the group?
2. What skills or knowledge does Juan bring to the situation? How does he use them?
3. What types of media messages do we receive about mi/immigrants coming into the United States? How do you know what is real, what is fake, and what is not a fair representation of the story? For a deeper explanation, research best practices in news literacy¹⁴.
4. How has the media shaped our understanding of mi/immigration patterns in the United States? How do you know what is real from fake news?
5. How do the guards describe Juan before he escaped?
6. There are flashbacks that take the reader back to before Juan and his mother left Guatemala. How do the flashbacks help us understand why they left their homes? How does their experience help us understand why people seek asylum?
7. When Juan is united with his aunt Gladys, what family truth does he discover? How does this truth help him make more sense of his own reality?
8. What happens to Mercedes, Juan’s mother? Dissect the images that show her fate and how that influences public perception of immigrants and migrants coming to the United States.
9. How does Juan adapt quickly to tense situations as he navigates his survival after escaping from the detention center?

14 <https://bit.ly/3FioX2n>

Juan now must learn to live not only with the deportation of his mother, but also the new family secrets his aunt reveals to him. Juan learns to own his power, maneuver without his mother, and adapt to a new family dynamic.

Guiding Questions:

- ▶ What responsibility does one have when provided with a particular power?
- ▶ Why do family relationships matter so much to Juan?
- ▶ Why is it hard sometimes to do the right thing? What can be the consequences of doing the right thing?

Reflection Questions

1.

What theme or message is the author crafting about Latine characters by depicting them with superpowers? How might this message apply to other marginalized peoples?
2.

What are the repercussions when people act upon incomplete rumors, stereotypes, or misinformation or incomplete information?
3.

What are your working definitions for the following words:

• Asylum • Asylum seeker • Undocumented immigrant • Refugee

Consider what, who, or where do you think of when you hear these words?
4.

The first few pages of this chapter have minimal words and only images. Create your own dialogue to convey the emotions portrayed in the panels.
5.

Why do you think Juan’s father had to control his powers? How would certain powers consume a person?
6.

Describe the relationship between Juan and his mother, Mercedes. How does their relationship help with their constant struggles?
7.

Aunt Gladys takes Juan to Sam Houston National Forest. Why does she take Juan to that forest? Does the trip help Juan? What does Juan discover about his aunt while in the forest?
8.

Extension: Research the history and legacy of Sam Houston. Consider how what you have learned influences your understanding of the setting.
9.

How does Juan learn to use his powers responsibly? Do you agree with his decision after the conversation he has with his aunt? What does Juan discover about Aunt Gladys as they try to escape from the police?

Chapter Four: With Great Power Comes Great Responsibility

Juan learns about the tragic death of his father while learning the importance of how to control his “gift.” He learns the hard way that doing what is right using his powers can lead to grave consequences.

Guiding Questions:

- ▶ Are there times when a person’s understanding of their civic duty can endanger others?
- ▶ Whose point of view and perspective is being represented in this chapter? Whose is left out?
- ▶ Who might be the person(s) who lose, are affected negatively, or are left out and how?

Reflection Questions

1. In a few sentences, interpret the author’s perspective on immigration and asylum issues from what you have read thus far. Now compare the author’s perspective with yours. How did the text/chapter/issue align with your existing beliefs? How did it differ? How has the story impacted your perspective?
2. How do you explain why different people might interpret a text or an event differently? As a reader, what factors influence your interpretation of a text? Who gets to decide what the truth is? What is the difference between a legitimate perspective and twisting the truth? How can an author guard against misinterpretation of their work? How can people guard against misinterpretation of their words or actions?
3. How can exposure to differences of opinions and practicing active listening encourage new understanding and develop empathy?
4. Consider the discussion between Juan and his aunt Gladys about what their roles should be and how they should use their powers. How might the ideas in this conversation connect to you as an individual, to your community, and to the larger world?
5. What is the role of the superhero? How is it like being a social activist? How might it be different? What are productive ways to recognize and interrupt injustice?
6. What words are used by ICE officers to describe Juan? How similar are the custom agent’s words when describing other national threats? What words would you use to describe Juan? Compare and contrast them with those of the ICE officers. How do you explain the differences?

- 7. How does Juan rationalize using his superpowers to help other students in the detention center?
- 8. Do you believe Juan’s father, Armando, made the right decision about when and how to use his powers?
- 9. The woman who called 911 to report Juan was called a “national hero.” Why do you think people called her that? Do you agree with that characterization? Why or why not?
- 10. Why do you think the woman might have considered it her civic duty to report Juan? How would you define your civic duty in that situation? Are there times in which a civic duty and an ethical responsibility might conflict?
- 11. Who are Luis and Camila? How do they respond to Juan needing help?

Chapter Five:

Who is Safe in a Sanctuary?

5.5

After being pursued by ICE agents, Juan is confronted by his cousins, who use their superpowers to save him from being detained. Aunt Gladys does not approve, but Juan and his cousins are now in a dilemma on how to remain in hiding from ICE agents who are after them for “waging a war” against them.

Guiding Questions:

- ▶ What are the values, policies, institutions, and actors that make up the immigration system in the US? What role does ICE play in that system?
- ▶ How do people in the system interact with each other and with the parts of the system?
- ▶ What are elements of the system that block change?

Reflection Questions

- 1. How do Luis and Camila save Juan? How does Juan react?
- 2. Do you believe that Luis and Camila did the right thing? Explain.
- 3. Why is Aunt Gladys upset with her children?
- 4. Consider familiar media images and public perceptions of Latinos in the US. How does the depiction of Juan as a superhero challenge that perception? How do media images shape the way people act? Why might some people find the idea of a Latino superhero particularly important?
- 5. What does the ending of the series suggest about the nature of power

and alliances among groups of people? How can we interrupt this kind of corruption?

6. What is a sanctuary city? Research the purposes of sanctuary cities and why some people protest them.
7. To learn more about how students can become involved in civic action, introduce the Quinceaneras at the Capitol Protest¹⁵ in Texas where 15 young women took a stand in support of sanctuary cities.
8. What are some ways that the US immigration system shapes the experiences of newcomers, and the way people respond to them? What messages are sent by different parts of the system about immigrants, asylum seekers, and refugees? What can people do to create more safe, welcoming, and inclusive communities? What changes in our immigration system might be necessary? How do you anticipate how people might respond to those changes? What might people be able to do to build allies and support?

After the Text: Taking Action

The Re-Imagining Migration Learning Arc culminates by encouraging students to reflect on their roles in creating communities of inclusivity and shared belonging. We offer the following guiding questions to begin that process:

How can we take action toward more inclusive and sustainable societies?

- ▶ What issues related to migration do we care about and why?
- ▶ What can we learn from individuals and groups who have addressed migration in the past?
- ▶ How might we use our voices and spheres of influence to create and sustain inclusive and welcoming communities?

Thinking about where to begin taking action on an issue as large as migration can be intimidating. Help students break the experience of migration down. Earlier in the guide we suggested using an iceberg diagram to make the different experiences, themes, and issues underneath Juan's migration story visible. Now is a good time to return to that chart. Ask students if there are things they would like to add.

As a class, spend some time with the chart and ask students to identify an issue that speaks to them and how it relates to life before migration, issues related to their journey, or life in the United States.

To guide that process, you might share the Mapping Opportunities for Action graphic below:



Once students have identified an area of interest. You might share this story¹⁶ of a creative civic action led by 15 teenage immigrant young women in Texas as a model.

If you would prefer to move straight to having students design their own civic action projects, consider using these Project Zero thinking routines to structure their planning.

1. Start with People, Systems, and Wedges¹⁷ to identify the elements within the system they are seeking to change.
2. Help students think consider their spheres of influence with Circles of Action.¹⁸
3. Moving from big goals to tactics can be hard. The What Else Can I Do? And Why?¹⁹ thinking-routine can be helpful when students seek to identify concrete tactics and actions they can take.
4. Before moving to action, encourage students to reflect on their plans with Compass Points.²⁰

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