



# Book of the Month

Presented by ADL's Education Department

**About the Book of the Month:** This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

## Dreamers

Yuyi Morales (Author and Illustrator)

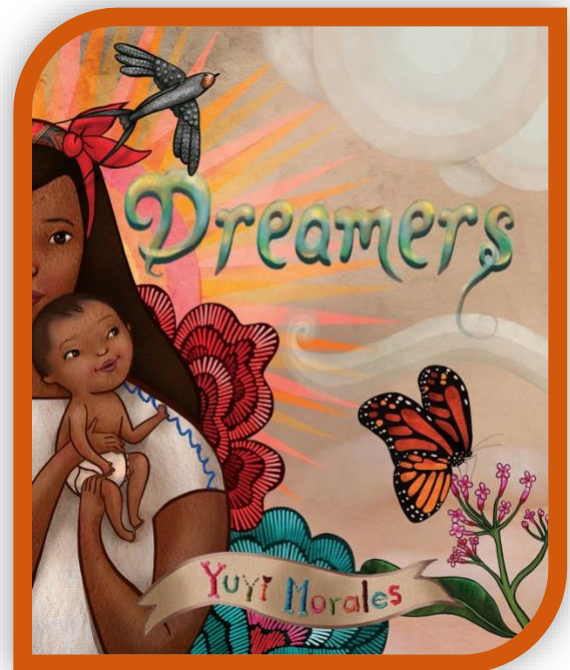
This book explores what people who are immigrants bring with them when they leave their homes. It's a story about family. And it's a story to remind us that we are all dreamers, bringing our own gifts wherever we roam. The lyrical text is complemented by detailed illustrations, rich in symbolism. Also included is a brief autobiographical essay about the author's own experiences. A Spanish-language edition, *Soñadores*, is also available.

ISBN: 978-0823440559

Publisher: Neal Porter Books

Year Published: 2018

Age Range: 4–8



## Book Themes

Immigration, Dreams, Identity, Family, Love of books

## Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of their meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. See also ADL's [Definitions Related to Bias, Injustice and Bullying for Elementary Age Children](#).

- ancestors
- appeared
- awe
- bundled
- dreamers
- outstretched
- suspicious
- unbelievable

- Immigrants
- resilience
- thousands
- unimaginable
- improbable
- resplendent
- trust
- universe

Additionally, below are several Spanish words/phrases in the book and their definitions:

- amor: love
- lucha: fight or fighter
- Sí se puede: yes, we can
- adiós: goodbye
- migrantes: migrants
- soñadores: dreamers
- caminantes: walkers

### Discussion Questions

Before reading the book aloud, ask these pre-reading questions:

- What is the title of the book?
- What can you tell about the people on the front cover?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers.

- Where do you think the woman and her baby are going? (page 5)
- What “mistake” did they make? (page 11)
- What are some things that the woman and her child read books about? (page 19)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the book about?
- What happens with the woman and her child?
- Why do you think the woman and child left their home?
- What does it mean when the narrator says, “we became immigrants”? Do you know what it means to be an immigrant?
- What kinds of things were unfamiliar to the woman and her child—that they had to find out and learn on their own?
- Have you ever been in a place that you were unfamiliar with? What happened? How did it feel?
- What special place do the woman and her child find?
- How do the woman and child feel about the library, books and reading? How can you tell they feel that way?
- What does it mean to “make our voices heard”? How do you make your voice heard?
- What do you think will happen to the woman and child?

- Why are they dreamers?
- What do you think is the overall message of the book?

## Extension Activities

Below are activities that you can do with students in order to extend the learning from the book.

### 1. Learning about Immigrants and “Dreamers”

**[Note:** Before discussing this topic, it is important to consider that you may have students in your classroom whose family members or they themselves are immigrants, undocumented and/or “Dreamers.” Be prepared and sensitive to those students and be mindful as to how you discuss this in your classroom. Students who may not have shared this previously may disclose it during the lesson and that information should only come from the student themselves.]

Engage students in a discussion about immigration. First, read “My Story” in the back of the book (pages 30–31) about the author’s immigration story. Then, ask students: *What does it mean to be an immigrant? What is immigration?* Define **immigration** as the process of coming into a non-native or foreign country to live. You can share with students that 40 million people who live in the U.S. were born in another country and that the U.S. has more immigrants than any other country in the world. Read additional stories about immigration aloud (as suggested below) and find out what students know and don’t know about immigration. The term “**dreamers**” refers to people who were brought to the U.S. as children, who are “undocumented,” many of whom have lived and were educated in the U.S. Share information with students about undocumented immigrants. You can share that people who are “undocumented” are foreign-born people who come to the U.S. without the legal papers to do so and who often have fled their home country because of extreme poverty, danger or desire to be with their families in the U.S. Some enter the country legally as tourists, students or temporary workers and become undocumented when their papers expire. Many have lived in the U.S. for a long time, have families here and feel like citizens. Explain that about 11 million undocumented immigrants live in the United States, which has been a stable number for the past five years.

You can have older students do a research project, investigating one country in particular with large groups of immigrants who have come to the U.S. (e.g., Mexico, India, China, Philippines, El Salvador, etc.) and in a research report, share information about the country, why people are immigrating to the U.S. and what life is like for them here. The topic of being undocumented is mentioned indirectly in the book by the title, *Dreamers*.

### 2. Draw and Write a New Page

After reading the book aloud, re-read the beginning and ending, having students consider what happens before the book begins and what may happen after the book ends. For example, in the beginning of the book we see the mother and child packing up their belongings and leaving home. Explore with students what happens before they leave. Ask: *What do you think their life is like before? Where do you think they live? Why do you think they left their country? What do you think is in their backpack?* Next, discuss the end of the book where the mother and child learn “to speak, to write and make our voices heard.” Ask students: *What do you think happens next with the mother and child? What do they do? What are their dreams?* Have students decide whether they want to write/draw a new page before the book begins or a new page after the book ends, using their imagination to explore what may have happened before or after. Explain to students that they will

create that page by writing a few sentences and illustrating the page. You may also choose to let students work in pairs to create the new page. When finished, have students share their new pages with each other and consider inviting parents/family members in to see their new pages and learn more about the book.

### 3. What is Your Dream?

The book is called *Dreamers* and it is about dreams that people have for themselves. Distribute 3–5 index cards or *Post-it® Notes* to all students. Explain that you will ask them to respond to a series of questions about their dreams, dreams that could be short- or long-term. As you read the questions aloud, ask students to write their responses on the index cards/post-it notes for those questions they most want to answer, one dream per card. Explain that they may share some of these with the class later. You can include these suggested questions or ask your own: *What kinds of hobbies do you want to have when you're older? What do you hope next year (or middle school) will be like? What friends do you want to have? What places do you hope to visit? What kind of place do you want to live when you're older? Is there something you want to invent? What do you hope the world is like when you're an adult? Do you want to get married and/or have children? What kind of job do you want to have? Do you hope to go college? Is there another country you want to live? What will your house or apartment look like?*

After going through the questions, have students share a few of their responses (their choice) by stating them out loud, posting them on the wall or both. You can have a class discussion about dreams or have students pick one of their dreams and write a short essay about it and how they hope to make it come true.

## ADL Resources

The following are curriculum and resources on identity, culture and similarities and differences.

### Curriculum Resources

8 Ideas for Teaching National Hispanic Heritage Month, [www.adl.org/education/educator-resources/lesson-plans/8-ideas-for-teaching-national-hispanic-heritage-month](http://www.adl.org/education/educator-resources/lesson-plans/8-ideas-for-teaching-national-hispanic-heritage-month).

Diverse Books Matter, [www.adl.org/education/educator-resources/lesson-plans/diverse-books-matter](http://www.adl.org/education/educator-resources/lesson-plans/diverse-books-matter).

Huddled Mass or Second Class?: Challenging Anti-Immigrant Bias in the U.S., [www.adl.org/education/educator-resources/lesson-plans/huddled-mass-or-second-class-challenging-anti-immigrant](http://www.adl.org/education/educator-resources/lesson-plans/huddled-mass-or-second-class-challenging-anti-immigrant).

What is the Dream Act and Who Are the Dreamers?, [www.adl.org/education/educator-resources/lesson-plans/what-is-the-dream-act-and-who-are-the-dreamers](http://www.adl.org/education/educator-resources/lesson-plans/what-is-the-dream-act-and-who-are-the-dreamers).

Who Am I? Identity Poems, [www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems](http://www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems).

### Websites

Early Childhood FAQs: The Question Corner

[www.adl.org/education/resources/tools-and-strategies/question-corner](http://www.adl.org/education/resources/tools-and-strategies/question-corner)

A collection of answers to frequently asked questions about anti-bias issues faced by early childhood professionals and family members interested in promoting respect for diversity among young children.

### Myths and Facts about Immigrants and Immigration

[www.adl.org/education/resources/fact-sheets/myths-and-facts-about-immigrants-and-immigration](http://www.adl.org/education/resources/fact-sheets/myths-and-facts-about-immigrants-and-immigration)

A list of common myths about immigrants and immigration and the facts.

### National Hispanic Heritage Month

[www.adl.org/education/resources/tools-and-strategies/national-hispanic-heritage-month](http://www.adl.org/education/resources/tools-and-strategies/national-hispanic-heritage-month)

A collection of ADL resources to help educators and students understand and celebrate the achievements, contributions, culture and history of Hispanic and Latino-Americans.

### Safe and Inclusive Schools for All

[www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all](http://www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all)

This resource provides information about how to promote a safe, respectful and inclusive school community.

### Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

People, Identity & Culture: Latino/Hispanic, Latino-American, Hispanic-American,

[www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[210\]=210](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[210]=210)

People, Identity & Culture: Immigrants, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[207\]=207](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[207]=207)