

TEACHING ENRIQUE'S JOURNEY

**CREATED TO ACCOMPANY
THE BOOK BY SONIA NAZARIO
(YOUNG ADULT EDITION)**



**FACING
HISTORY &
OURSELVES**

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Facing History and Ourselves is an international educational and professional development organization whose mission is challenge teachers and their students to stand up to bigotry and hate. For more information about Facing History and Ourselves, please visit our website at www.facinghistory.org.

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Last updated January 2022.

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GETTING STARTED

Note on edition: This unit is based on the 2013 edition of *Enrique's Journey: The True Story of a Boy Determined to Reunite with His Mother* (Adapted for Young People), published by Ember, an imprint of Random House Children's Books, a division of Random House LLC, a Penguin Random House Company, New York.

Enrique's Journey tells the story of one teenage boy from Honduras who risks his life to escape poverty, drugs, and gang violence in order to reunite with his mother, who left when he was five years old to seek employment in the United States. As Enrique is shuttled between family members' homes, he becomes increasingly conflicted by his deep love for his mother, on the one hand, and a growing resentment and anger toward her for leaving him, on the other. Addicted to drugs and kicked out of his grandmother's home, 16-year-old Enrique gives himself one year to find his mother in the United States and sets off alone on the dangerous journey through Guatemala and Mexico. On his eighth attempt, Enrique reaches the border between the United States and Mexico, and, after hiring a human smuggler, he crosses the Rio Grande and makes his way to North Carolina to reunite with his mother, Lourdes. Throughout his 12,000-mile journey, Enrique struggles to find food and water, is brutally attacked, and must stay vigilant to avoid groups of armed bandits known for robbing, torturing, and raping the migrating men, women, and children and splitting the money they steal with police. Amid these horrifying conditions, Enrique also experiences small and large acts of kindness by individuals and communities that recognize the people moving through as human beings worthy of dignity and respect. He receives donations of food, clothing, and transportation, medical attention following the attack, and short-term employment from a bricklayer who provides wages and a safe place for Enrique to sleep.

Pulitzer Prize–winning journalist Sonia Nazario's account of Enrique's perilous journey sheds light on why many people choose to leave their countries for the opportunity of a new life elsewhere, even when the choice means leaving behind their homes and loved ones. *Enrique's Journey* also examines the impact that migration has on family relationships and the challenges that parents and children face if and when they are reunited after years of separation. This six-week unit explores these complex human relationships and asks students to consider the ways in which human migration can affect newcomers and their descendants, as well as their countries of origin and the countries where they settle. While immigration policy is an important and legitimate topic of investigation and debate, this unit focuses instead on giving voice to the people—grandparents, parents, children—whose stories are often left untold or reduced to a “single story” of threatening outsiders.

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Enrique's Journey invites readers to empathize with Enrique. Regardless of whether our own family migration stories mirror his, teenage Enrique, like all of us, has flaws. He struggles at times to navigate family relationships, dating, prejudice, and the challenge of forging his own path in this world. By learning his story, students come to a better understanding of who they are and how the places they live can impact their identities and the choices available to them. They will better understand the choices they can make and the steps they can take to create kind and inclusive communities that welcome and support everyone, regardless of where they come from and where they are headed.

It is important to remember that the young adult edition of *Enrique's Journey* was published in 2013. It was adapted from the original version, published in 2006, which in turn was based on a 2002 [Los Angeles Times photojournalism series](#), for which Sonia Nazario and photographer Don Bartletti both won Pulitzers. Continuing back in time, Sonia Nazario first met Enrique, then 17 years old, in May 2000 on the border between the United States and Mexico. So while Enrique's story remains relevant today because it can help us understand and empathize with the experiences of Central Americans who are escaping violence, drought, and poverty in their home countries, it does not necessarily reflect the political debate over immigration and border security in 2019, nor the experiences that men, women, and especially children from Central American countries are facing at the border nearly two decades after Enrique made his journey.

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As politicians debate immigration policy, the border wall, and family separation, we recommend that you supplement the materials provided in this unit with updated information, which you can find online from the [Pew Research Center](#), the [Migration Policy Institute](#), Facing History's [Educator Resources](#) collection, [Newsela](#), and national news outlets. To further explore issues surrounding global migration, visit [Re-imagining Migration](#), the website of a nonprofit organization whose mission is to "ensure that young people grow up understanding migration as a shared condition of our past, present, and future in order to develop the knowledge, empathy and mindsets that sustain inclusive and welcoming communities," which features curated articles and resources for teachers as well as a small number of featured projects for the classroom.

Unit Essential Questions

This unit's essential questions challenge students to explore issues of identity, choices, and civic participation. We do not expect students to determine a single, "correct" answer to any of the questions. Rather, essential questions are rich and open-ended; they are designed to be revisited over time, and as students explore the course content in greater depth, they may find themselves emerging with new ideas, understanding, and questions.

The following essential questions provide a framework for examining central themes in *Enrique's Journey*:

- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

Preparing to Address Current and Controversial Issues

This unit investigates human migration, one of the most pressing global trends today and one of the most controversial issues dividing not only the United States but also countries in South and Central America, Africa, Asia, and Europe, where world leaders and individuals battle over who belongs and who does not. War, economics, persecution, climate change, and the desire for opportunity in a new place are just some of the reasons prompting hundreds of millions of people around the world to move. Many students have experienced migration themselves or have family members or classmates who have. Many others are likely familiar with stories of global migration through the media or their own family's migration story, which has been passed down through the generations. Regardless of proximity to an individual family migration story, human migration is a condition shared by people around the world.

Students may have different opinions about border security and immigration policy. For this reason, we recommend that you create a foundation for reflective and respectful classroom discussion.

Students in your classroom may come to this unit with different and possibly opposing opinions about border security and immigration policy that they have formed from the news, social media, their families, and their peer groups. For this reason, we recommend that you proceed proactively by creating a foundation for reflective and respectful discussion of *Enrique's Journey* in the classroom. [Fostering Civil Discourse: A Guide for Classroom Conversations](#) provides specific and detailed guidelines and strategies for setting the stage for your work in this unit. We believe that [creating a classroom contract](#), one of the strategies in the guide, is among the best ways to foster community and prepare students to engage in respectful, reflective classroom discussion. Even if you already incorporate contracting into your classroom, we recommend taking a moment to review Facing History's approach to this strategy and building in time to revisit your classroom contract at the outset of the unit.

It is important that you provide time for students to reflect privately and understand that some of them will not feel comfortable sharing their stories, especially if they or members of their families are impacted by immigration policy.

As you move through the unit, it is important for students to understand that words like “illegal” and “alien” are dehumanizing and should not be used to describe people who are undocumented. Students will learn more about these terms in the first week of the unit and how they can talk about immigration in a respectful way. Throughout this unit, we have limited our use of the term “migrant” in favor of more affirmatively humanizing language whenever possible.

Finally, you should be mindful that hearing about changing immigration policies in the news may cause some students to feel fear or stress, especially if they, their families, their friends, or members of their communities are immigrants. It is important that you provide time for students to reflect privately and understand that some

of them will not feel comfortable sharing their stories, especially if they or members of their families are impacted by immigration policy.

Using Journals to Foster a Reflective Classroom Community

We believe that a classroom in which Facing History and Ourselves content is taught ought to be a microcosm of democracy—a place where explicit rules and implicit norms protect everyone’s right to speak; where different perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each member has a stake and a voice in collective decisions.

In addition to creating and upholding the classroom contract, journaling is an instrumental tool for helping students develop their ability to critically examine their surroundings from multiple perspectives and to make informed judgments about what they see and hear. Providing students with time, space, and silence to reflect on complex and complicated issues and questions allows them to formulate and test their ideas before sharing them with their peers. Furthermore, [journals](#) provide a way for students to document their understanding and, at the end of a unit, reflect on how it may have changed.

Students will write in journals over the course of the unit. When teachers write alongside their students and share their writing, no matter how messy or scattered, it sends a powerful message to students that writing matters, writing is hard, and even teachers don’t get it right the first time. You will create a stronger community of thinkers and writers if you are a participant in the writing process rather than an observer. If you don’t already do so, consider starting your own classroom journal, pulling up a chair, and joining your students in their exploration of the unit’s essential questions. You can read more about the importance of teachers writing with their students in this short [Edutopia article](#).

Using This Resource

There are many ways a teacher might work through a fiction or nonfiction text with their students. In some classrooms, students do most of their reading at home and engage with the text through discussions and activities in class. In other classrooms, students read the text together before exploring it more deeply through the activities and discussions. Sometimes everyone studies the same text at the same time, while at other times, students discuss books in literature circles, choosing the one that most interests them and reading it with a small group of classmates.

For these reasons, this study guide does not include scripted lesson plans that assume all classrooms will read the text in the same way at the same pace. Each week's suggested reading covers about 50 pages of *Enrique's Journey*, and you can choose where and how much students will read in each sitting. Once those decisions have been made, choose from a menu of suggested activities and discussion questions to create your daily lesson plans and homework assignments.

This study guide includes the following information for each week's reading:

- **Guiding Questions:** Unlike the unit's essential questions, which are broad and open-ended, guiding questions help focus student inquiry and reading each week. Answering guiding questions requires deep thinking and textual interpretation. Guiding questions might have a clear answer, which students should be able to support with specific evidence from the text to demonstrate their understanding of the content. You will find three to four guiding questions each week for students to explore through the activities and assessments. You can also incorporate the guiding questions into warmups, journal prompts, and discussions.
- **Notes to Teacher:** This section provides a list of items for teachers to consider before implementing the week's activities. Some "notes to teacher" may help guide your selection of activities to use during the week, calling out those that delve deeply into themes that are important to Facing History's pedagogy, such as identity, membership, and decision-making. Other notes provide practical suggestions for modifying the week's activities to extend or abbreviate them in order to fit available time. Others provide links to helpful resources to deepen the teacher's background knowledge.
- **Activities for Deeper Understanding:** We do not expect teachers to have time for every activity provided in this unit, especially if students are reading substantial portions of *Enrique's Journey* in class. The activities balance intellectual rigor, emotional engagement, and ethical reflection, and they often include additional Facing History resources to supplement the text. Some activities point to specific chapters or moments in the book, while others provide opportunities for students to synthesize a number of pages or chapters and draw connections between what they are reading, what they are learning in school, and their own experiences in the world.
- **Assessments:** This unit's activities offer many ways to formatively assess students' progress. Teachers can observe paired, group, and class discussions and use this information to inform their next steps. You can ask students to share from their journal responses either by checking in one-on-one or asking students to choose an entry that they would like you to read and respond to. After group work, students can present their ideas to the class, posing follow-up questions to spark more discussion. And, of course, you can spot-check and collect handouts and exit cards. It is important to remember that the purpose of formative assessments is to gauge students' progress toward the course learning objectives and to use this data to drive short- and long-term planning and instruction.

There is also a weekly summative assessment that provides an opportunity for students to grapple with one or more of the week's guiding questions using content from the reading and activities, and at the end of the unit, you will find a menu of ideas for how to assess the unit as a whole.

- **Discussion Questions:** While you may wish to create your own set of text-dependent questions for each chapter, the handout **Enrique's Journey Discussion Questions** provides a comprehensive set of questions that point to significant moments in the text and invite opportunities for close reading and analysis of character and thematic development. The following suggestions are ways that students can work with these questions in class and at home:
 - Students can answer the questions in small groups after they read each chapter or part of *Enrique's Journey*.
 - Because the order of the questions follows the chronology of the book, students can answer the chapter questions individually, in pairs, or in small groups as they read.
 - You can assign students to small groups and give each group one or more questions that they discuss and then present to the class. Groups can facilitate a class discussion about their questions.
 - You can assign questions for homework and have students submit their responses in writing or record their answers on their handouts that they then share in paired, group, or class discussions in the next class period.
 - You can assign one or two questions for homework and have students respond using an online discussion forum. Students can write their own responses and then respond to one or two other students after reading through the discussion thread. They can also practice defending their ideas with text by incorporating one or more quoted or paraphrased piece of evidence from the text into their responses.
 - You can assign a set of questions for homework and then facilitate a class discussion in which students vote on and then discuss the most interesting question, the most challenging question, the most important question, or a category of their own choosing.
 - You can choose four or five discussion questions for a **Big Paper** activity (or Small Paper variation). Or teachers can choose one or two questions for a **Fishbowl** discussion or a **Socratic seminar**.
 - For classes where some or all of the students find the reading level of the book challenging, you can pre-read the week's questions with these students to help build schema and make predictions about what they think will happen. Then they can check the accuracy of their predictions as they read.

Sample Weekly Outline

This unit provides more activities than many teachers will have time to include in their lessons. Therefore, you will need to choose which activities, discussion questions, and assessments to include and which to leave out. The following model suggests just one way a teacher might approach the first week of the unit.

Week 1: Introduce Global Migration		
Guiding Questions: <ul style="list-style-type: none"> • Why do people migrate? • How do individuals and communities decide who belongs and who does not? • How can the language we use to talk about migration create “in” groups and “out” groups that include some people while excluding others? 		
Day	Activities	Homework
MONDAY	<ol style="list-style-type: none"> 1. Journal response to the first essential question 2. ACTIVITY 1: Discuss the Many Faces of Global Migration 	The Many Faces of Global Migration, Teaching Idea #1
TUESDAY	<ol style="list-style-type: none"> 1. Warm up using homework 2. ACTIVITY 2: Learn Key Terms to Discuss Global Migration 3. ACTIVITY 3: Explore How Labels Can Silence Individuals and Groups 	Find a news article about immigration, migration, refugees, or asylum. Read the article and write a brief summary with a citation. Be prepared to share with the class.
WEDNESDAY	<ol style="list-style-type: none"> 1. Warm up using homework 2. ACTIVITY 4: Help Students Understand Shifting Demographic Trends in the United States 	Text-to-Text, Text-to-Self, Text-to-World reflection in response to Activity 4 readings
THURSDAY	<ol style="list-style-type: none"> 1. Review activity for key terms to discuss global migration 2. ACTIVITY 5: Learn the Story of an Undocumented Immigrant 	Weekly Summative Assessment: The 3 Ys
FRIDAY	<ol style="list-style-type: none"> 1. Share 3 Ys homework in concentric circles 2. ACTIVITY 6: Pass Out Books and Preview <i>Enrique's Journey</i> 3. Read pages 1–4 out loud as a class (time allowing) 	Read the prologue to <i>Enrique's Journey</i> , pages 1–16

INTRODUCE GLOBAL MIGRATION

Essential Questions

- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

Guiding Questions

- Why do people migrate?
- How do individuals and communities decide who belongs and who does not?
- How can the language we use to talk about migration create “in” groups and “out” groups that include some people while excluding others?

Overview

Sonia Nazario's *Enrique's Journey* honors the story of one individual and his family. Her account gives voice to and humanizes the tens of thousands of men, women, and children who are coming to America, helping students recognize them as individuals with stories to tell—stories that are far more complex than what the media portrays. To provide context for and prepare students to read *Enrique's Journey*, the suggested activities this week are designed to help students understand that immigration to the United States is part of a much larger story of global migration, a story that every citizen and resident's family has contributed to at some point in history. Over the course of the week, students will develop a shared vocabulary for talking about migration and immigration and apply this knowledge to recent demographic trends in the United States. They will also learn the story of one man whose personal experience sheds light on the assumptions that many people in this country make about individuals who may be in the country without documentation. Finally, students will start to consider how learning one individual's story can humanize and complicate an issue that is too often reduced to sound bites and data sets.

MATERIALS

-  **Image Gallery**
Global Migration (Activity 1)
-  **Handout**
Global Migration Vocabulary Terms (Activity 2)
-  **Video**
No Human Being Was Born Illegal (Activity 3)
-  **Video**
American ID: Three Words (Activity 4)
-  **Reading**
Shifting Demographics in the United States (Activity 4)
-  **Reading**
Demographic Trends Shaping the US and the World in 2018 (Activity 4)
-  **Video**
Actions Are Illegal, Never People (Activity 5)
-  **Handout**
Six Questions for Jose Antonio Vargas (Activity 5)

Find these materials at
facinghistory.org/enriques-materials

Notes to Teacher

1. Prepare to Teach about Immigration

Before teaching this week's activities, consider reading the *Facing Today* blog post [Why Teach About Migration? Because It's the Story of Humankind](#) to understand how Enrique's story fits into the larger story of human migration. Also, in addition to providing valuable information and resources for teaching about global migration, [Re-imagining Migration](#) has a [Culturally Responsive Teaching Checklist](#) that you can work through for your own professional learning before starting this unit with your students.

2. Important Facing History Activities This Week

If you don't have time to teach all of the activities this week, try to focus on **Activity 2: Learn Key Terms to Discuss Global Migration**, **Activity 3: Explore How Labels Can Silence Individuals and Groups**, and **Activity 5: Learn the Story of an Undocumented Immigrant**. These activities invite students to consider how the words they use to talk about other people can create "in" and "out" groups that welcome some and exclude others. Taken together, the activities prepare students to participate in respectful discussions about immigration by defining terms they will encounter during the unit and helping them understand the negative impact that words like "illegal" and "alien" can have on others.

ACTIVITIES FOR DEEPER UNDERSTANDING

Create your daily lesson plans by choosing from the following activities to introduce the unit's essential questions, themes, and content.

- 1. Discuss the Many Faces of Global Migration:** Follow the instructions for the Facing History current events teaching idea [The Many Faces of Global Migration](#) and create a gallery walk with the [Global Migration](#) image collection to help students understand the scale of human migration today before they focus on Enrique's story. After debriefing the gallery walk, let students know that they will learn more about the *Las Patronas* image that is part of the gallery walk later in the unit. If you record students' questions from the fifth and final step of the teaching idea on chart paper, students can refer back to it as they read *Enrique's Journey* to see how the text helps to provide answers and, perhaps, raises new questions for them.
- 2. Learn Key Terms to Discuss Global Migration:** Before teaching this activity, read the International Rescue Committee's article [Migrants, asylum seekers, refugees and immigrants: What's the difference?](#) for your own professional learning and to better understand the nuances between the key terms that students will define. Provide students with information from this reading when discussing the "actual meaning" of each term. You can also read the [UNHCR viewpoint](#) about the difference between a refugee and a migrant to learn more about the international laws that protect individuals with refugee status. Additionally, the US Department of Homeland Security has a useful [Definition of Terms](#) page on its website.

Using the handout [Global Migration Vocabulary Terms](#), have students work with a partner to write the predicted meaning of each term based on the context clues. Then project or write the actual meanings (see below) on the board and have students copy them in the right-hand column of their handouts while you provide additional information for each term:

- A *refugee* is someone who has been forced to flee their home because of war, violence, or persecution, often without warning.
- An *asylum* seeker is someone who is seeking international protection from dangers in their home country, but whose claim for refugee status hasn't been determined legally.
- An *immigrant* is someone who makes a conscious decision to leave their home and move to a foreign country with the intention of settling there.
- A *migrant* is someone who is moving from place to place (within their country or across borders), usually for economic reasons such as seasonal work.¹

- 3. Explore How Labels Can Silence Individuals and Groups:** *To provide students with a wider range of responses to the question, “What does it mean to be American?”—perhaps ones that reflect the demographics of your school and local community—include additional responses from the full version of reporter Damien Cave’s [“The Way North” Project](#) on the New York Times website.*

Ask students to reflect in their journals in response to the following questions. Let them know that they will not be required to share their ideas: *What does it feel like when others assume you are something that you are not? How can you challenge or change these assumptions?*

Debrief the journal response by asking volunteers to share their ideas, and then show the video [No Human Being Was Born Illegal](#) (5:32), which is about students at one school who raised awareness about derogatory labels used to describe individuals who immigrated to this country as well as those who identify as LGBTQ+. After viewing, have students discuss the following questions in small groups before sharing their ideas with the class:

- What is the meaning of the following sentence: “No human being was born illegal”?
- How can labels prevent us from seeing people for who they really are?
- What labels do you hear people use at your school to describe individuals or groups?
- How can you work individually and together to educate others about the dangerous consequences that labels can have?

- 4. Help Students Understand Shifting Demographic Trends in the United States:** Start the activity by asking students to respond to the following question in their journals: *How would you describe the United States in three words?* Have them share their ideas using the [Wraparound](#) strategy, recording them on the board or a piece of chart paper to come back to later in the class period.

¹ International Rescue Committee *Explainer* (blog), last updated December 11, 2018.

Then show the video [American ID: Three Words](#) and discuss the following questions:

- Where do you think people's ideas about American identity come from?
- What are some of the labels people use to describe the United States? What are some of the assumptions they make?
- Which labels and assumptions from the video ring true, based on your own experience? Which feel untrue to you?

Pass out copies of the readings [Shifting Demographics in the United States](#) and [Demographic Trends Shaping the US and the World in 2018](#) to illustrate the complicated relationship between individual and national identity in the United States. **Read aloud** as a class, checking for understanding as you read. Then assign pairs of students one or two paragraphs from the readings (there are 15 total) to reread and have them choose one statistic, fact, or key idea to discuss together and share with the class. After the pairs have all shared, discuss the following questions as a class:

- What are some ways that these new demographic trends might impact families and communities in the United States in the next decade?
- How do the video and reading change or confirm your initial ideas about the three words that describe the United States?
- Would you choose the same three words or different words? What makes you say that?

Time allowing, repeat the opening activity, having students share their three words in a [Wraparound](#) format and listening for similarities and differences in relation to their initial thinking.

- 5. Learn the Story of an Undocumented Immigrant:** *For your own professional learning, read Jose Antonio Vargas's New York Times Magazine essay [My Life as an Undocumented Immigrant](#). So students have ample time to process and discuss Vargas's TEDxMidAtlantic talk, they are only watching a ten-minute clip. If you have time, consider showing the full 17-minute TEDx talk.*

Explain to students that they will watch part of a TEDx Talk in which Jose Antonio Vargas, an undocumented immigrant in the United States, explains why he feels compelled to talk and write about immigration. Tell students that Vargas was born in the Philippines. In 1993, when he was 12 years old, his mother wanted a better life for him, so she sent Vargas to the United States to live with his grandparents, both of whom had left the Philippines earlier and who had become citizens of this country. When Vargas was 16 and in high school, he tried to apply for a driver's permit, but he learned that his green card was fake and that his grandfather had purchased it for him, along with other fake citizenship documents.

Pass out the handout [Six Questions for Jose Antonio Vargas](#) and instruct students to jot down notes as they hear Vargas answer what he calls the top six immigration questions that people ask him. Show the video [Actions Are Illegal, Never People](#) (6:19–16:48). Then divide students into groups to review their notes and share their responses to the reflection questions on the handout. If students analyzed the data from the two readings in Activity 4, include the following question in their discussion: *How does Vargas's story confirm, contradict, or challenge the Pew Research Center demographic data from 2016 and 2018 that you analyzed?*

Then discuss the following questions as a class:

- How do individuals and communities decide who belongs and who does not? How is the message of belonging conveyed?
- What are the benefits that come with group and community membership? What are the costs of being excluded? How does Jose Antonio Vargas help you answer these questions?
- Where is the line between being from “somewhere else” and being “from here”? When do you get to be *from* a place?

6. Pass Out Books and Preview *Enrique’s Journey*: Before starting to read *Enrique’s Journey*, pique students’ curiosity by having them get acquainted with the layout and contents of the book. Follow the first step of the [Introducing a New Book](#) teaching strategy by having students complete a [3-2-1](#) journal reflection about the cover:

- What are three things that stand out to you on the cover?
- What are two things you wonder about the cover?
- What is one question you would like to ask the boy on the cover?

Then invite students to open their books and prompt them with questions to help them take note of the text’s structure, map and photographs, and chapter titles. Without reading any sections of the book, ask students to make predictions about what they think might happen, and have them share with a partner and the class. Have students write their predictions in their journals, which you can revisit each week as you read *Enrique’s Journey*.

Summative Assessment for Week 1

Have students use Project Zero’s [Global Thinking Routine “The 3 Ys”](#) to reflect on their understanding of global migration at the end of the first week of the unit and to make personal connections between the topic and their own lives. Encourage them to show their understanding by providing examples from this week’s readings, videos, and discussions, as well as examples from their own experiences.

- Why might global migration matter to me?
- Why might global migration matter to people around me in my school?
- Why might global migration matter to the world?

PROLOGUE AND PART 1: HONDURAS

Essential Questions

- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

Guiding Questions

- What factors make up your identity?
- How much of your identity is determined by your own choices? How much of your identity is determined by the labels, assumptions, and expectations of others?
- What factors influence people's decisions to risk their lives and leave their home countries?

Overview

In the prologue to *Enrique's Journey*, Sonia Nazario explains what inspired her to learn more about the thousands of Central American mothers who were coming to the United States for work and the children who follow them, often making the perilous journey alone. In addition, Nazario shares her own immigration story. Then she explains how she met Enrique and pieced together his story through interviews and by replicating his risky journey from Tegucigalpa, Honduras, to Nuevo Laredo, Mexico.

Part 1: "Honduras" opens as Lourdes, Enrique's mother, who can barely afford to feed her two children, leaves five-year-old Enrique and his older sister, Belky, with different relatives before hiring a human smuggler to bring her into the United States. In California, Lourdes struggles to find work and is not able to save the \$6,000 to \$10,000 needed to pay someone to bring Enrique and Belky to meet her. The setting shifts between the United States and Honduras, and the reader comes to understand the toll that the separation takes on Enrique, Belky, Lourdes, and other members of the family. While Enrique likes the gifts that his mother sends, as he gets older, he vacillates between anger that his mother left him and a deep longing to be reunited.

MATERIALS

Enrique's Journey "Prologue" (pages 1-16) and Part 1: "Honduras" (pages 19-50)

- Handout
Enrique's Journey Discussion Questions 1-22
- Reading
Five Facts about Honduras and Immigration (Activity 3)
- Handout
Starburst Identity Chart (Activity 4)
- Handout
Positive-Negative Line Graph (Activity 5)
- Handout
Connect, Extend, Challenge Chart (Summative Assessment)

Find these materials at
facinghistory.org/enriques-materials

ed with her. His anger turns to rebellion as he is shuttled from one family member's home to the next, finally getting sent to live in a shack behind his grandmother's house because of his growing drug addiction. When Enrique is 15, he falls deeply in love with María Isabel, but their intense relationship is strained by Enrique's addiction to drugs. When he is 16, Enrique, desperate to reunite with his mother, makes a failed attempt with a friend to reach the United States. After realizing that if he stays in Honduras he will most likely end up a victim of gang violence, Enrique vows to give himself one year to reach Lourdes, despite her warning not to attempt the dangerous journey. On March 2, 2000, 11 years after his mother left Honduras, Enrique sets off to find her.

Notes to Teacher

1. Important Facing History Activities This Week

Activity 3: Examine the Push and Pull Factors of Migration from Honduras helps place *Enrique's Journey* into the greater context of Central American migration to the United States and provides a framework for students to reflect on the various push and pull factors that might influence an individual's decision to leave his or her home country. **Activity 4: Consider the Factors that Make Up Our Identities** invites students to create individual identity charts to examine the factors that make up their identities and what can happen when the ways they perceive themselves differ from how others perceive them. After reading the opening chapters, students start identity charts for Lourdes and Enrique that they will add to over the course of the unit. In addition to allowing students to make personal connections with the characters, this recurring activity provides a framework for students to examine the factors that make up identity, as well as the ways in which the assumptions and expectations of others can impact individual identity.

2. Learn about the History of Honduras and Its Migration Trends over Time

To learn more about the history of Honduras, we recommend the 2013 [Migration Policy Institute](#) online journal article [Honduras: The Perils of Remittance Dependence and Clandestine Migration](#) for your own professional learning. While this article is most likely too long and complex to use with your students, it provides an overview of the history of Honduras, the relationship between the country's economic trends, foreign policy, and internal and external migration patterns, and a profile of migration trends at the time Enrique was making his journey north. You can supplement the materials in **Activity 3: Examine the Push and Pull Factors of Migration from Honduras** and **Activity 4: Consider the Factors that Make Up Our Identities** by sharing information from the journal article with your students in a mini-lecture or informally during class discussions.

3. Resource for Teachers to Learn More about Sonia Nazario's Viewpoint

In her TEDx Talk [Solving Illegal Immigration](#), Sonia Nazario expands on her prologue to *Enrique's Journey*. This video is not included in the student activities for the week, but you should consider watching it for your own professional learning in order to understand Nazario's immigration story, the challenges Hondurans face in their communities, and the author's thoughts about recent US immigration policy. After watching the video, you might decide to show clips to your students, but it is crucial that **you preview it first** because it contains descriptions of atrocities such as rape and violent murders that occur in Honduras and on the route that many individuals who are migrating take to the United States. Furthermore,

students may not have the schema to understand Nazario's detailed immigration policy argument. If you choose to show a segment of the video to your class, take time to review the classroom contract and provide space for quiet reflection using a teaching strategy like [Rapid-Fire Writing](#) or [S-I-T](#) to help students process what they see and hear.

4. Incorporate Sonia Nazario's *Los Angeles Times* Series into This Unit

Enrique's story was first published as [Enrique's Journey: A six-part Times series](#) in the *Los Angeles Times*, a series for which Sonia Nazario and photographer Don Bartletti both won Pulitzer Prizes in 2003. Each part includes a section of Enrique's story along with a slide show of Bartletti's powerful photographs. There are a number of ways you can incorporate this series into your lesson plans. You might start each week with the slide show that best corresponds with the reading for the week and invite students to make predictions about what will happen. Alternatively, you can use the photo galleries for review at the end of each week. Ask pairs of students to find a passage in the text that corresponds with each image and discuss what story the photographer is trying to convey.

ACTIVITIES FOR DEEPER UNDERSTANDING

Create your daily lesson plans by choosing from the following activities and the chapter discussion questions for the prologue and Part 1 of Enrique's Journey.

Pre-Reading Activity:

1. **Reflect on the Concept of "Journey":** Have students talk with a partner about different kinds of journeys a person can take. Then have pairs share with the class and record their ideas on the board. If they are stuck on the concept of physical journeys, prompt them to also consider emotional journeys (recovering from a loss, drifting away from or making a friend, leaving a place, finding home in a place) or journeys from adolescence to maturity. Then ask students to respond to the following questions in their journals:
 - Write about a journey—physical, emotional, spiritual, or another kind of journey—that you have taken in the past few years. Where did you start, and where are you now?
 - What obstacles did you face on your journey?
 - Where did you receive help on your journey?
 - What have you learned about yourself and/or your world as a result of your journey?

Debrief in groups or as a class, or, time allowing, use the [Life Road Maps](#) strategy and have students create journey maps that they share in a [gallery walk](#).

Through-Reading Activities:

2. **Discuss the Prologue:** (*Prologue*) After reading the prologue, use the [S-I-T](#) teaching strategy for a journal response to help students process what they read. Have students focus on one or two of the eight sections in the prologue, or let them reflect on the first 16 pages

as a whole. Next, move students into small groups and invite them to share one or two of their ideas from their journals. After they share, have groups do a “Question Blast” together in which they brainstorm and write down all of the questions that the prologue raises for them. Debrief the activity using the [Wraparound](#) teaching strategy. If you write students’ questions on chart paper, the class can revisit them as they read *Enrique’s Journey* to see which ones get answered and which ones lead to new questions about Enrique, his family, his journey, and the topic of global migration.

3. **Examine the Push and Pull Factors of Migration from Honduras:** (*Prologue or after Chapter 1*) Explain to students that when studying human migration, people consider the “push” and “pull” factors that cause individuals to move from one place to another. Have students create a T-chart in their notes and write “Push Factors” at the top of the left column and “Pull Factors” at the top of the right column. Explain that push factors are forces that cause people to leave a place, while pull factors are forces that draw people to a place. Have students work in pairs so that half of the pairs list as many push factors for why individuals or groups would leave their homes and move to another part of their country or to a different country and the other half of the pairs list as many pull factors as they can. Next, draw a T-chart on the board and ask pairs to share their ideas with the group. Some push factors might include natural disasters, war, violence, lack of economic opportunities, poor education, unstable government, corrupt government, or lack of certain freedoms (religion, speech). Pull factors might include economic opportunities, better education, family, safe communities, lower costs of living, stable or fair government, medical care, or certain freedoms.

Then explain that students will be working in groups to learn about Honduras during the time period when Enrique emigrated, in order to consider some of the push and pull factors that might have been causing people to migrate from there to the United States. Let students know that the article was published in 2014, one year after the young readers’ edition of *Enrique’s Journey*, so while some of the information might not reflect the current situation at the border—which they will learn more about at the end of the unit—it can help them understand the decisions that Enrique and members of his family made when they decided to leave their home.

Pass out the reading [Five Facts about Honduras and Immigration](#). Because it contains challenging vocabulary, consider reading the article out loud with the class, pausing after each section to check for understanding. Time allowing, have pairs work together to represent the statistics in each section in a bar graph or pie chart. Then divide the class into groups of four and have each group create a “Push-Pull T-Chart” in their notes and complete it together, using information from the article to help them. Do the first example for each column as a class.

Discuss the following questions as a class after groups have shared the information from their T-charts with one another.

- Why do people migrate?
- What factors influence people’s decisions to leave their home countries, often risking their lives in the process? How does understanding the push and pull factors of human migration help you answer this question in a new, different, or deeper way?

- 4. Consider the Factors that Make Up Our Identities:** (*Chapter 1 and then continue throughout the unit*) Explain to students that as they read Enrique’s story, they will be examining how Enrique and his mother define themselves and how others define them. Said another way, students will be examining how the characters’ journeys and experiences outside of Honduras impact their individual identities. To start this line of inquiry, students will first consider their own identities by responding to a series of journal prompts and then creating individual identity charts.

Project or dictate the following questions one at a time and have students respond in their journals. Let them know that they will have a choice about what they share with others and what they keep private.

- What factors make up your identity?
- In what ways does geography impact your identity?
- How much of your identity is determined by your own choices?
- How much of your identity is determined by the labels, assumptions, and expectations of others?

Using information from their journal responses, have students create identity charts using the **Starburst Identity Chart** handout. To help students understand that the arrows pointing outward from the center reflect the ways they perceive themselves while the arrows pointing toward the center reflect how others perceive them, model the exercise on the board with your own identity chart. Then have students share their identity charts with a partner. Let them know that they can keep their handouts private and only talk about information they feel comfortable sharing.

Then explain to students that they will be creating identity charts for Enrique and Lourdes that they will be adding to over the course of the book (they will need to add additional arrows). Pass out new copies of the **Starburst Identity Chart** handout and have students work in pairs or small groups to create identity charts for Lourdes and Enrique, using examples from the text to support their thinking. You can pair students and assign half of the pairs Enrique and the other half Lourdes. Then pairs join into groups of four and share their information about the other character. Alternatively, students can start Enrique’s identity chart in class and then create Lourdes’s for homework.

- 5. Identify Key Moments in Enrique’s Childhood:** (*Chapters 1–2*) Pass out the **Positive-Negative Line Graph** handout and have students work in groups to review Chapters 1–2 by identifying eight to ten key moments in Enrique’s childhood. Groups can present their graphs to the class if you have a document camera, or you can facilitate a **gallery walk**. Alternatively, students can “**jigsaw**” into new groups to share their graphs. Debrief the activity by asking students to discuss the following questions:

- What similarities and differences do you notice on your line graphs?
- What key moments led Enrique to decide to leave Honduras for the United States on March 2, 2000?
- What can these chapters teach us about the factors that influence people’s decisions leave their home countries, even if it means taking great risks?

Post-Reading Activities:

- 6. Understand the Prologue and Part 1:** In small groups, have students discuss the questions below and then share their ideas in a class discussion. For the third question, about choices, consider having each group focus on a different character: Sonia Nazario, Enrique, Lourdes, Enrique's family members, María Isabel.
- What key events happen in the prologue and Part 1 of *Enrique's Journey*?
 - What scene or moment in this section of *Enrique's Journey* made you think the most?
 - What choices do people make in this section of *Enrique's Journey*? What other choices are available to them? What are the consequences of these choices?
 - What can this section of *Enrique's Journey* teach us about the factors that influence people's decisions to leave their home countries? What can this section teach us about global migration?
- 7. Reflect on This Week's Guiding Questions:** Have students choose one of this week's guiding questions to respond to in a journal reflection:
- How do the prologue and Part 1 help you answer the question? Include examples from *Enrique's Journey* and your own experiences in your response.

Then have students discuss their responses in small groups. Alternatively, use the [Fishbowl](#) teaching strategy and invite different groups into the inner circle for each guiding question. If a big group of students chooses one question, have them “tap” each other out (see the teaching strategy description) so that everyone has a chance to participate in the discussion.

Summative Assessment for Week 2

In class or for homework, have students record their thinking in response to the following questions, using the [Connect, Extend, Challenge Chart](#). Instruct them to include specific examples from the text, readings, and videos from Week 1 of the unit, as well as their own experiences, in their response.

- **Connect:** How do the ideas and information in *Enrique's Journey* connect to what you already know about global migration?
- **Extend:** How does this text extend or broaden your thinking about global migration?
- **Challenge:** How does this text challenge or complicate your thinking about global migration? What new questions does the text raise for you?

To further extend the activity, consider asking students to try to find answers to one or more of their new questions and then write a short summary of what they discovered and their source to present or submit in a future class period. They might do a search on a newspaper website, interview someone at home or in their school or local community, or consult an online resource like [Re-imagining Migration](#), the [International Rescue Committee](#), or the [Pew Research Center](#).

PART 2: THE JOURNEY

Essential Questions






- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

Guiding Questions

- What does it mean to be resilient? How do you develop resilience?
- What do the range of responses in Chiapas and Veracruz suggest about the choices people have in how they respond to people who are migrating?

MATERIALS

Enrique's Journey Part 2: "The Journey"
(pages 53–105)

-  Handout
Enrique's Journey Discussion Questions 23–36
-  Handout
The Range of Human Behavior Vocabulary Terms (Activity 4)
-  Handout
Response to Migrants in Chiapas and Veracruz (Activity 4)
-  Reading
Las Patronas: The Mexican Women Helping Migrants (Summative Assessment)
-  Handout
Text-to-Text, Text-to-Self, Text-to-World (Summative Assessment)

Find these materials at
facinghistory.org/enriques-materials

Overview

Part 2: "The Journey" begins 22 days after Enrique leaves his home in Honduras. By this point, he has tried and failed to reach the US border many times, always getting sent back to the Honduran-Guatemalan border. On his seventh attempt, Enrique is brutally attacked by six men on top of a train in Oaxaca and must jump to escape. Luckily, he is helped by the mayor of Las Anonas and a nearby doctor, who treats him free of charge. This opening scene sets the tone for this week's chapters. As Enrique travels through Chiapas, the most dangerous section of his journey, we learn about the risks people must take to avoid bandits and gangsters who control the area, dividing the money and belongings they steal with corrupt police. We also learn about upstanders like Olga Sánchez Martínez, who started and operates a shelter for people migrating through her community, using her own resources to care for the men, women, and children who have lost limbs after falling from moving trains. The response of the individuals and communities in Chapter 4: "Facing the Beast" is juxtaposed with the response in Chapter 5: "Gifts and Faith" as Enrique makes his way from the state of Chiapas through the state of Veracruz. He is shocked by the upstanders in the poorer communities that line the tracks; people flock from villages carrying bags of food, bottles of water, and clothing to throw to the people on top of or clinging to the sides of the trains. Juxtaposing these chapters challenges students to consider the range of responses that individuals and communities can have to the people moving through or

into their communities and helps students consider what lessons they can learn from the people of Veracruz that they can apply to their own lives.

Notes to Teacher

1. Important Facing History Activities This Week

In **Activity 1: Reflect on Your Decision-Making Process** and **Activity 4: Analyze Responses to Migrants in Chiapas and Veracruz**, students consider the range of human responses to injustice, as well as the ways we respond to and interact with individuals and groups in our own communities who have immigrated to the United States. Both of these activities introduce important Facing History themes and vocabulary terms that students will continue to explore throughout the unit.

2. Understanding the Range of Choices in Response to Migration

We recommend that you spend one full class period this week teaching **Activity 4: Analyze Responses to Migrants in Chiapas and Veracruz**, which introduces students to the range of human behavior in response to injustice. Often when students think about acts of injustice, they divide those people involved into two groups: the *victims* (or targets) and the *perpetrators*. But other individuals and groups contribute to the prevention or the perpetuation of injustice. For example, a *bystander* is someone who witnesses or knows about an act of injustice but chooses not to do anything about it. On the other hand, when confronted with information about an unjust act, an *upstander* takes steps to prevent or stop this act from continuing. The term *bystander* can be complicated. In most dictionaries, it means a person who is simply “standing by” or who is present without taking part in what is going on—a passive spectator. But some scholars, like psychologist Ervin Staub, believe that even passive spectators play a crucial role in defining the meaning of events by implicitly approving the actions of perpetrators.

When discussing the range of human behavior, it is important to discuss how perpetrator, bystander, and upstander are fluid *roles*, not fixed parts of an individual’s identity. Individuals and groups do not solely fit in one category, even within a specific event. Rather, we slip in and out of these roles throughout our lives, depending on the choices we make and the extenuating circumstances we may face. In *Enrique’s Journey*, like in real life, people’s choices, whether they are helpful, harmful, or indifferent, are complex. You may have students in your class who have faced, or whose families, friends, or neighbors faced, similar choices to those they are reading about in the book, so take time to review your classroom contract before engaging in these discussions and provide time and space for individual journal reflections.

3. Reducing the Amount of Reading This Week

If you would like to reduce the amount of reading to make time for more discussion or other activities, include **Activity 3: Assign Groups Sections of “Facing the Beast” to Read and Discuss** in your lessons this week. It provides guidance about how you can divide Chapter 4 into sections that groups read and present to the class. Each section in Chapter 4 has its own topic, so students don’t need to have read previous sections to understand what is happening in their assigned section.

ACTIVITIES FOR DEEPER UNDERSTANDING

Create your daily lesson plans by choosing from the following activities and the chapter discussion questions for the first half of Part 2 of Enrique's Journey.

Pre-Reading Activity:

1. **Reflect on Your Decision-Making Process:** Have students respond to the following prompts in their journals. Let them know that they will not have to share their responses. Don't reveal the second prompt until students have had time to respond to the first one.
 - Write about a time when you were a perpetrator, target of an injustice, bystander, or upstander. What happened? What choices did you have? What factors motivated your choices? How did you feel in the moment?
 - Now write about a time when you chose a different role. If you wrote about being an upstander, now write about another time when you were a perpetrator, target of injustice, or bystander. What happened? What choices did you have? What factors motivated your choices? How did you feel in the moment?

You can ask for volunteers to share their ideas. Then let students know that they should keep these questions in mind this week as they read examples of people who acted as perpetrators of violence, bystanders, and upstanders and consider how these decisions impact Enrique as he makes his way to the border.

Through-Reading Activities:

2. **Map Enrique's Journey:** (*Chapter 3 and the remainder of Part 2*) For this activity, you will need to make copies of the map found on pages viii–ix for students to write on. Pass out copies of the map found at the beginning of the book and have students use the key to determine approximately how far Enrique traveled on each of his attempts to reach the United States. Have students number the place where he was caught each time on their maps. Then, as they read Part 2 this week and next, have them write notes on the map to record the following key moments in Enrique's journey: moments where he was the victim of violence, moments where he was helped by upstanders, and moments where he had to make an important choice. You can provide students with a list of the key events you want them to map or have them work in groups to determine these together and then share their ideas with the class.

Alternatively, you can map Enrique's journey as a class. If you have space in your classroom, create an *Enrique's Journey* bulletin board with maps of Central America and Mexico (try to get a large map of Mexico, since 100 pages of the book are devoted to this portion of the journey). You can also include a US map so you can continue this activity after Enrique reaches the United States later in the book. As your students read Part 2 and Part 3, use string to represent Enrique's route on the large map, pointing out key places not included on the smaller map in the book. To extend this class activity, post examples of student work (with permission) on the bulletin board (storyboards, exit cards, or Connect, Extend, Challenge charts), using string to point them to the corresponding locations on the map. You can also

download images and include them alongside student work so the class can see some of the landmarks Nazario mentions, such as the Río Suchiate (which borders Guatemala and Mexico), the pre-Aztec city of Teotihuacán, the tunnel El Mexicano, or Joshua trees and cacti. You can find additional images by searching for *Enrique's Journey* online, including those from the original [six-part Los Angeles Times series](#) that led to the book.

3. Assign Groups Sections of “Facing the Beast” to Read and Discuss: (Chapter 4)

This activity is designed to reduce the number of pages each student needs to read this week so they can focus on smaller sections of the text for close-reading analysis. Before teaching the activity, create eight groups of students and decide which group will read each section. The sections are different lengths, so you might give some groups two shorter sections or group students by reading level. Please note that “Danger” on pages 70–71 discusses the dangers that women and girls face on the journey north—dangers that include violent assault and rape.

Provide context for Chapter 4 by reviewing where Enrique is on the map and how far he travels in this chapter. Then divide the class into eight groups and assign each group one of the subsections of Chapter 4 to read together. After they read their assigned sections, have groups discuss the following questions together, recording notes in their notebooks or on a handout that you create to capture their thinking:

- What is the significance of your section’s title?
- What does this section teach you about Enrique’s identity and choices? Add any new information to Enrique’s identity chart that you started last week.
- What does this section teach you about what migrants experience on their journeys north?
- What questions does this section raise for you?

Next, pass out chart paper and markers and instruct groups to divide the chart paper into four quadrants that they label as follows: “Enrique’s Identity and Choices,” “Migrants’ Experiences,” “Questions,” and “Word.” Groups should record key information from their discussion in each quadrant. In the “Word” quadrant, groups should decide on the word that is most significant to their section of the chapter. It might be a word in the section or one that represents a key idea or theme. After groups finish their posters, hang them in chronological order and have each group present to the class. Then discuss some or all of the Chapter 4 discussion questions (questions 28–36) in groups or as a class.

4. Analyze Responses to Migrants in Chiapas and Veracruz: (Chapters 4–5)

Start with a journal entry that responds to the following question, and have students debrief in pairs and then as a class: *What can Enrique’s Journey teach us about the choices that individuals, groups, and nations have in how they respond to individuals migrating through their communities?* Record their ideas on chart paper to refer to later in the lesson and unit.

Then pass out the handout [The Range of Human Behavior Vocabulary Terms](#) and have students complete it in pairs. Provide the following dictionary definitions:

Perpetrator: A person carrying out a harmful, illegal, or immoral act.

Victim: A person being targeted by the harmful, illegal, or immoral acts of a perpetrator.

Bystander: A person who is present but not actively taking part in a situation or event.

Upstander: A person speaking or acting in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

After students have completed the chart, discuss the following questions as a class:

- Do you have any questions about these definitions?
- How are they similar to or different from your own definitions?
- Are the dictionary definitions adequate, or do they need to be further revised?

Divide students into small groups and assign each group one of the following roles: perpetrator, bystander, or upstander. Then instruct groups to brainstorm a list of factors that might motivate someone to choose their assigned role. Model one example for the class. For instance, a person might choose to be a bystander because they fear retaliation if they help a victim of an injustice. Prompt students to consider injustices they have experienced, witnessed, or read about and consider the motivating factors in those moments. Then have groups record their lists on chart paper and present them to the class.

Next, have students return to their groups and pass out the handout [Response to Migrants in Chiapas and Veracruz](#). Instruct groups to complete the chart for their assigned group by first thinking about the motivating factors they identified in the first part of the activity and then finding examples in Chapters 4–5. Then instruct them to create a [headline](#) on the second page of the handout. Groups can share by “jigsawing” to new groups or by presenting their headlines and evidence to the class.

Finally, facilitate a class discussion of one or more of the following questions:

- What factors influence how individuals respond to people migrating through their communities?
- What factors influence how communities respond to people migrating through their regions?
- What are the necessary conditions for people to choose to be upstanders in places where there is police corruption and violence?
- What can you learn from these chapters about the different ways that individuals and communities can respond to newcomers that you can apply to your decisions, school, and local community?

Post-Reading Activities:

5. Understand the First Half of Part 2: (Pages 53–105) In small groups, have students discuss the following questions and then share their ideas in a class discussion:

- What key events happen in the first half of Part 2 of *Enrique’s Journey*? (Time allowing, you can have students fill out a [Positive-Negative Line Graph](#) handout for this week’s reading.)

- What aspect of Enrique’s story, or the story of another individual in this section of the book, made you think the most? How can hearing other people’s stories influence how you understand your own experiences and the world around you?
- What does it mean to be resilient? What do these chapters teach you about resilience and the power of young people to chart their own course in life?
- What do these chapters teach you about migration and the experiences of people who are migrating? How might you apply what you are learning to your school community, local community, and your own life?

6. Reflect on This Week’s Guiding Questions: Have students choose one of this week’s guiding questions to respond to in a journal reflection:

- How does the first half of Part 2 help you answer the question? Include examples from *Enrique’s Journey* and your own experiences in your response.

Then have students discuss their responses in groups, or use the [Learn to Listen, Listen to Learn](#) teaching strategy for a more structured discussion that emphasizes reflection and active listening.

Summative Assessment for Week 3

For homework, have students read the short BBC article [Las Patronas: The Mexican Women Helping Migrants](#), about an upstanding village in Veracruz, and then ask them to make personal connections to Part 2: “The Journey” using the [Text-to-Text](#), [Text-to-Self](#), [Text-to-World](#) strategy and [handout](#). When explaining the assignment in class or on your class homework webpage, project or link to the image [Las Patronas](#) that students analyzed during the gallery walk in Activity 1, Week 1, to help them visualize what the text describes.

PART 2: THE JOURNEY

(CONTINUED)

Essential Questions

- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

MATERIALS

Enrique's Journey Part 2: "The Journey"
(pages 106–145)



Handout
Enrique's Journey Discussion Questions
37–48



Handout
Storyboard Template (Activity 3)

Find these materials at
facinghistory.org/enriques-materials

Guiding Questions

- How does human migration impact the people who are on the move and their host communities?
- What factors influence how a community responds to newcomers?
- What responsibility do individuals and communities have to help people migrating through their communities?

Overview

In the second half of Part 2: "The Journey," Enrique continues north through a changing landscape of mountains and cold temperatures. North of Mexico City, a brickmaker hires him, and for a short while, Enrique has a safe place to sleep, food to eat, and some money to save. Deciding not to endanger his life on the train, Enrique finds a truck driver willing to risk checkpoints and bring him to Nuevo Laredo on the Mexico–United States border. There, Enrique lives in a river camp controlled by El Tirindaro, a "coyote" who smuggles individuals across the Rio Grande and who pays a bribe to the police in return for leniency toward the people who live at his camp. Enrique struggles to make enough money to purchase the phone cards he needs to call Honduras and get his mother's telephone number, which he lost when he was attacked. As during other parts of his journey, amid the fear of getting caught by border patrol agents and encountering some hostile members of the local community, Enrique benefits from the kindness of others. Local people pay him small amounts of money to wash their cars, or they provide him with food. Padre Leo, the priest of the Parroquia de San José, and his parishioners provide free daily dinners and treat the migrants, who are waiting for opportunities to cross the border, with dignity and respect. Padre

Leo helps Enrique make and receive calls on the parish telephone after Enrique saves enough money to purchase phone cards. Finally, Enrique is able to speak with Lourdes in North Carolina. She promises to send \$1,200 so he can hire El Tirindaro, whom Enrique trusts to bring him safely across the border and into the United States.

Notes to Teacher

1. Important Facing History Activities This Week

After students finish reading Part 2: “The Journey,” try to prioritize **Activity 3: Lights, Camera, Action**, which provides an opportunity for a deeper reading and analysis of this section of the text through the lens of identity, choices, individual and collective responses to migrants, and resilience. There are fewer activities this week, so students can spend more time digging into this section of the text in an analytical and creative way. Also, **Activity 2: Create the Anatomy of an Upstander** invites students to connect what they are reading and discussing about the range of human responses to injustice in the text with their own lives. The discussion questions focus on the relationship between an individual and that person’s community, as well as the power that we have alone and with each other when we choose to be upstanders when we encounter unfairness and injustice.

ACTIVITIES FOR DEEPER UNDERSTANDING

Create your daily lesson plans by choosing from the following activities and the chapter discussion questions for the second half of Part 2 of Enrique’s Journey.

Pre-Reading Activity:

1. **Reflect on the Responsibilities of Communities to Act:** Begin by asking students to copy the following statement into their journals and then respond to it in writing by explaining whether they agree or disagree and why. Debrief the response using the **Barometer** strategy.

- People have a responsibility to help immigrants who arrive in their communities.

Extension: If you have time to extend this activity, **read aloud** the reading **Three Parables for Integration** by Rabbi Jonathan Sacks and discuss the related connection questions in small groups or as a class. Then have students reflect on the reading in their journals by responding to the following questions: *How should societies integrate newcomers? How do newcomers develop a sense of belonging to the places where they have arrived?*

Through-Reading Activities:

2. **Create the Anatomy of an Upstander:** (Pages 106–126) This section of *Enrique’s Journey* includes many examples of people who choose to be upstanders in small and large ways. For this activity, divide students into groups and instruct each group to find three or four moments where Enrique, another migrant, or a local community member chooses to help someone else. Then instruct students to create a four-column chart (see below) in

their notebooks or on chart paper, and have group members work together to summarize each moment and explain in writing what upstander behavior looks like (What does the upstander do?), sounds like (What does the upstander say?), and feels like in this moment (How does the upstander feel and/or the person being helped feel?).

Upstander Moment (page #)	Looks Like	Sounds Like	Feels Like

Finally, have groups discuss the following questions before coming together as a class so they can share their ideas and discuss some or all of the questions together:

- What factors motivate someone to help others who are not necessarily their friends, family members, or community members?
- What are the possible risks and rewards for the upstanders you included on your chart?
- What power can a community have in the face of violence and corruption when they choose to be upstanders together?
- How are such communities of upstanders created?

3. Lights, Camera, Action: (Chapters 3–6) This activity could take two full class periods, depending on how much time it takes for groups to review the text and choose their storyboard scenes. When creating groups, note that Chapters 4 and 6 are each 28 pages long, Chapter 5 is 21 pages, and Chapter 3 is only 11 pages. Start the activity by explaining to students that most movie screenplays are 110–120 pages long. Writers must make hard decisions when adapting a 250-plus-page book into a film. Screenplay writers decide which scenes to include and which stories to tell, as well as what they want to leave their audience thinking and talking about afterward. One step in the movie-making process is to **create a storyboard** to help directors and actors visualize the final product.

Tell students that for this activity, they will work in groups to create a storyboard for one chapter in Part 2. Assign groups Chapter 3, 4, 5, or 6. Before you pass out any handouts or chart paper, have groups discuss the following questions, recording notes in their notebooks or on a handout that you create:

- What lessons does Enrique learn about himself or his world in this chapter? How does he learn these lessons?
- What lessons does this chapter teach about the difficult choices people who are migrating make, the factors that influence how a community responds to them, the range of responses to human migration, or the power of young people to create a new life for themselves?
- What do you want your audience to understand or think about as they watch the film version of your chapter?

After groups have discussed their chapters, instruct them to choose one concept they have been exploring in class, such as identity, choices, range of responses, or resiliency, to explore in their film. Have them write the concept they are exploring in their notebooks and then

list nine moments in their chapter that help to develop this concept. The scenes should be from across the chapter, not just from one small section. For example, traversing the state of Chiapas in Chapter 4 is not a scene for a storyboard. But the scene in the shelter run by Olga Sánchez Martínez, where she perches on the edge of an amputee's bed and relays her story (pages 89–91), helps audiences consider the range of responses to people migrating through Mexico en route to the United States.

Pass out the [storyboard template](#) or chart paper and markers. Instruct groups to draw an image and write a summary for moments they identified during their discussion. Have groups present their work to the class using the [Gallery Walk](#) strategy.

Post-Reading Activities:

4. **Understand Part 2:** (Pages 106–145) In small groups, have students discuss the following questions and then share their ideas in a class discussion:
 - What key events happen in the second half of Part 2 of *Enrique's Journey*? (Time allowing, you can have students fill out a [Positive-Negative Line Graph](#) handout for this week's reading if they did not do the storyboarding activity.)
 - What choices do people make in this section of *Enrique's Journey*? What other choices are available to them? What are the consequences of these choices?
 - What does it mean to be resilient? What do these chapters teach you about resilience and the power of young people to chart their own course in life?
 - How does Part 2 impact your response to the following statement? *When people are forced to leave their homes or do so by choice, people in other countries have a responsibility to help them.* What do these chapters teach you about the impact of human migration on the individuals who are migrating and on their host communities?
5. **Reflect on the Guiding Questions:** Have students choose one of the guiding questions to respond to in a journal reflection:
 - How does the second half of Part 2 help you answer the question? Include examples from *Enrique's Journey* and your own experiences in your response.

Then have students discuss their responses in groups, or use the [Fishbowl](#) teaching strategy with different groups in the inner circle for each question. If a big group of students chooses one question, have them “tap” each other out (see the teaching strategy description) so that everyone has a chance to participate in the discussion.

Summative Assessment for Week 4

Working individually or in pairs, have students write the script for one of the nine moments on their Lights, Camera, Action storyboards. Their one- to two-page scripts should include a scene heading (brief description of the setting and time of day), the action (one or two sentences describing what is happening as the scene opens), dialogue, movement, and parentheticals (how characters are speaking, such as “upset,” “crying,” or “excited”). You can collect their scripts or ask if any volunteers want to read them to the class. Consider including a personal response that allows students to reflect on challenges they faced while writing their scripts and how they overcame or didn’t overcome these challenges.

PART 3: ACROSS THE BORDER

Essential Questions

- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

Guiding Questions

- What are borders? Why do borders exist?
- What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- What can we learn about immigration from hearing the stories of people who have left their homes to start a new life in a different country? What can we learn about human behavior from their stories?

Overview

In Part 3: "Across the Border," Enrique pays El Tiríndaro and his network of smugglers to help him cross the Rio Grande and then continue to Dallas and Florida, where he meets with Lourdes's boyfriend, who drives him to Lourdes in North Carolina. As Sonia Nazario warned in her prologue, lengthy separations of mother and children often end badly, and after a joyful reunion, Enrique and his mother start fighting. Lourdes tries to control Enrique and scolds him for his drinking and the often lavish ways he spends the money he earns as a painter. Enrique, who has harbored a lifetime of anger and resentment toward his mother for leaving him and breaking promises to return to Honduras, refuses to be controlled. He struggles with addiction, drinking excessively at times, smoking marijuana, and eventually starting to sniff paint thinner. The setting in Part 3 shifts between the United States and Honduras, where María Isabel gives birth to their baby girl, Katerin Jasmín, and must make the difficult decision of whether to leave their child and join Enrique in the United States. Enrique's family in Honduras, jealous of the money he sends to support María Isabel and Jasmín, tries to drive a wedge between Enrique and María Isabel, so she moves back home with her mother and nine others who share a small

MATERIALS

Enrique's Journey Part 3: "Across the Border" (pages 149–201)



Handout
Enrique's Journey Discussion
Questions 49–62



Reading
Overview: What Are Borders?
(Activity 1)



Handout
Starburst Identity Chart (Activity 3)



Handout
Character Map (Activity 4)

Find these materials at
facinghistory.org/enriques-materials

hut and food for two meals each day. Eventually, María Isabel decides to join Enrique in Florida, where Lourdes has moved the family. María Isabel hires smugglers with money Enrique provides and makes the trip within a few weeks. At the end of Part 3, Lourdes, Enrique, and Sonia Nazario appear on the popular Spanish-language television show *Don Francisco Presenta*, where the host surprises the family by bringing Belky to the United States for the taping. For the first time in 17 years, Lourdes is reunited with all of her children in one place.

Notes to Teacher

1. Important Facing History Activities

In **Activity 3: Create an Identity Chart for María Isabel**, students consider the relationship between identity and place when they create and discuss an identity chart for María Isabel. Also, **Activity 4: Create Character Maps for Enrique, Lourdes, and María Isabel** provides a framework for students to consider the internal landscape of the three main individuals profiled in *Enrique's Journey* and invites discussion about what lessons we can learn when we take the time to try to understand what others might be thinking and feeling about their experiences and world.

2. Taking Time for Identity Charts This Week

In many ways, Part 3: “Across the Border” is as much about Lourdes’s journey as it is about Enrique’s. If your students started an identity chart for Lourdes while reading Part 1, have them add to it this week to capture how her identity is impacted by where she lives, her situation in the United States, and her life with Enrique. It is also important to add to Enrique’s identity chart so students can consider how reuniting with his mother and living in the United States away from María Isabel and their newborn daughter impacts his sense of self. Finally, by creating an identity chart for María Isabel, students can capture how motherhood and separation from Enrique affect her identity and complicate her choices about where she will live and how she will raise their child.

3. Extend Your Examination of Borders This Week

You can deepen students’ examination of borders this week by having them read [Issue Overview: History of the Mexico Border](#), which is available on the Newsela website. If you have time for a more in-depth study of the function and symbolism of a physical barrier along the border between the United States and Mexico, consider spending one to two class periods examining the resources and discussing the questions in the *New York Times* Learning Network lesson [Deconstructing the Wall: Teaching about the Symbolism, Politics and Reality of the U.S.-Mexico Border](#).

ACTIVITIES FOR DEEPER UNDERSTANDING

Create your daily lesson plans by choosing from the following activities and the chapter discussion questions for Part 3 of *Enrique's Journey*.

Pre-Reading Activity:

1. **Reflect on the Purpose of Borders:** *Overview: What Are Borders?* is also available at five Lexile levels on the Newsela website. Have students start the week in pairs by brainstorming a list of different kinds of borders. Then have them share with the class and record their ideas on the board. Next, ask students to respond to the following questions in their journals before once again sharing briefly with a partner and with the class.

- What are borders?
- Why do borders exist?

Divide students into groups and pass out the National Geographic Society's article **Overview: What Are Borders?** Then lead two **Wraparound** share-outs. In the first round, have each student share something new they learned about borders from the reading. In the second round, have each student share a connection they made between the reading and *Enrique's Journey* or a question that the reading raises for them.

Through-Reading Activities:

2. **Use Levels of Questions:** (Chapters 7–8) After reading Chapters 7–8, use the **Save the Last Word for Me** strategy to have students reflect on what they read. Let them know that the quotations they select can be from either chapter.

After they have reflected on and then shared their quotations in small groups, have group members use the **Levels of Questions** strategy to discuss the following questions:

- **Factual:** What events does Nazario describe in Chapters 7 and 8? Where do the events happen? Who is involved?
 - **Inferential:** What decisions has _____ (Lourdes / Enrique) made that have benefited, while at the same time harming, their family? Discuss this question for Lourdes and then for Enrique.
 - **Universal:** How do we honor our responsibility to one another as human beings while also taking into account the fact that we have a limited amount of resources and time? Consider commitments to family members, friends, community members, and strangers when discussing this question.
3. **Create an Identity Chart for María Isabel:** (Chapters 9–10) Pass out copies of the **Starburst Identity Chart** handout and have students work in pairs or small groups to create an identity chart for María Isabel. They should include factors that impact María Isabel's perception of herself, factors that impact how members of Enrique's family perceive her, and factors that

impact how Hondurans view her (which is important in order to understand the kinds of jobs available to her). If you have the supplies in your classroom, consider having students use different colors for each of the three sets of factors listed above.

Then have groups discuss the following questions:

- In what ways does geography impact María Isabel's identity?
- How much of María Isabel's identity is determined by her own choices?
- How much of her identity is determined by the labels, assumptions, and expectations of others?

Post-Reading Activities:

4. **Create Character Maps for Enrique, Lourdes, and María Isabel:** To help students reflect on character development in Part 3, divide the class into groups and assign each group one of following people: Enrique, Lourdes, or María Isabel. Explain the **Character Maps** teaching strategy to the class. Before passing out the handout, project or share the five questions from the second step of the strategy.

After groups have discussed the five questions, pass out the **Character Map** handout or pieces of chart paper and markers so groups can create their maps. Have each group present its map to the class. Each student should take responsibility for explaining one to two parts of the visual. Then discuss the following questions as a class:

- In what ways are Enrique, Lourdes, and María Isabel similar? In what ways are they different? What factors account for their similarities and differences?
- How have their decisions to immigrate to the United States impacted what they think, say, and feel about themselves and the world?
- How have their decisions impacted their relationships with each other?
- What can we learn about immigration from hearing the stories of people who have left their homes to start a new life in a different country? What can we learn about human behavior from their stories?

5. **Understand Part 3:** In small groups, have students discuss the following questions and then share their ideas in a class discussion:
 - What key events happen in Part 3 of *Enrique's Journey*? (Time allowing, you can have students make a **Positive-Negative Line Graph** for this week's reading.)
 - What choices do people make in this section of *Enrique's Journey*? What other choices are available to them? What are the consequences of these choices?
 - How can learning not just Enrique's story but also Lourdes's and María Isabel's stories educate us about our responsibilities to each other and the power of our individual and collective choices in the world today?

6. Reflect on the Guiding Questions: Have students choose one of the guiding questions to respond to in their journals using the **Rapid-Fire Writing** strategy:

- How does Part 3 help you answer the question? Include examples from *Enrique's Journey* and your own experiences in your response.

Divide the class into small groups of students who wrote about the same question. You will most likely have multiple groups for each question. After groups have discussed their insights, facilitate a class discussion about the guiding questions, and then have each student share a word, phrase, or sentence from their journal response using the **Wraparound** strategy.

Summative Assessment for Week 5

In this week's reading, students learned about what happened when Enrique, Lourdes, and Sonia Nazario appeared on a popular Univision talk show. To assess students' understanding of the text and invite them to think creatively, have them imagine that a current talk show host wants to invite the family back, this time with María Isabel and Jasmín. First have students brainstorm a list of talk show hosts (on television, podcasts, YouTube, etc.) that might invite the family, and record their ideas on the board. Then tell students to choose one in order to craft an email correspondence between the talk show host and a family member. In the first email, the host should invite the family to the show and explain why they think the family's story has relevance to today's audience, drawing information from the text and this unit to support their ideas. Next, students write the family's reply email from the point of view of one of the characters. Their character should accept or refuse the invitation and explain their reasoning, again using examples from the text, this week's readings, and the unit, if relevant.

EPILOGUE AND AFTERWORD

Essential Questions

- Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process?
- How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?

Guiding Questions

- How does immigration impact individuals who migrate, the countries they are migrating from, and the United States and its citizens?
- Is the role of a journalist to remain detached and report on stories as they unfold, or are there circumstances in which journalists should intervene, even if it means altering the course of the story?
- How does learning about Enrique's story provide an opportunity to make personal connections to global migration and the human beings involved?

Overview

The epilogue of *Enrique's Journey* chronicles the next six years of the family's life. Six months after the arrangement to bring María Isabel to the United States, their daughter Jasmín makes the journey in ten days with Enrique's teenage cousin and an adult the family trusts. While Jasmín is detained by border patrol, she is quickly released to her parents with an order to appear in court at a later date. The apartment complex where the family lives in Florida becomes increasingly violent as the Latin American immigrant population is targeted by gangsters in armed robberies that go unreported out of fear that calling the police could lead to deportation. Following the robberies, an attack on Enrique, and increased intimidation and violence by gangsters, Lourdes moves the family into a rented house. In December 2011, Enrique is arrested for an outstanding ticket after police arrive at a motel where he has been partying with friends, and he is imprisoned in a county jail. At this point, Sonia Nazario faces an ethical dilemma:

MATERIALS

Enrique's Journey Epilogue (pages 203–220) and Afterword (pages 221–242)



Handout
Enrique's Journey Discussion
Questions 63–76



Reading
Today's Migrant Flow Is Different
(Activity 2)



Handout
Iceberg Diagram (Activity 2)



Handout
Challenging the Single Story of Migrants
(Activity 6)



Handout
Connect, Extend, Challenge Chart
(Activity 7)

Find these materials at
facinghistory.org/enriques-materials

Does she keep reporting on Enrique’s story as it unfolds, or does she use her professional connections to help secure him legal counsel, potentially changing his story’s outcome? While Enrique is incarcerated, his son is born—and, two weeks later, on July 19, 2012, a judge orders that Enrique be deported. At the conclusion of the epilogue, which ends in September 2012, Enrique remains in prison while his lawyers appeal the decision. After they finish the book, students may inquire about what has happened to Enrique since this edition was published in 2013. [Periodic family updates](#) are available on the [Enrique’s Journey website](#).

In the afterword, Nazario provides context for Enrique’s story to help readers understand how the dangerous conditions in Central America and Mexico are impacting people who continue to flee gang violence and poverty in their home countries. She also looks at the immigration debate from multiple angles, discussing the positive and negative impacts that immigration has on individuals and the economies and conditions in their home countries, as well as on the economy, education system, and social services in the United States.

Notes to Teacher

1. Important Facing History Activities

Activity 6: Challenge the Single Story of Migrants, which draws from Chimamanda Adichie’s 2009 TED Talk “The Danger of a Single Story,” explores important concepts of stereotyping and prejudice by examining how labels—“single stories”—can impact the ways we think about ourselves and others. If your students are unfamiliar with Adichie’s presentation, we recommend that you have them watch or read it after they respond to the activity’s journal prompt. Both the [video](#) (18:46) and an [excerpted transcript](#) with discussion questions are available on the Facing History website. Even if your students have seen the TED Talk before, consider showing it again, because they may understand it in new ways after reading *Enrique’s Journey*. **Activity 7: Learn the Stories of Migrants Today**, which can be completed in class or for homework, introduces students to the UN Migration Agency platform “[i am a migrant](#),” a powerful collection of short personal essays and videos from migrants around the world. This activity provides an opportunity for students to think more deeply about the danger of single stories and to honor the personal experiences of migrants around the world by taking the time to read, reflect on, and discuss their stories.

2. The Ongoing Immigration Debate

The adapted-for-young-readers version of *Enrique’s Journey* was published in 2013, and many of the reports that Nazario references in her afterword are from 2000–2010. As politicians debate immigration policy, the border wall, and family separation, you may need to supplement the afterword with updated information, which you can find online from the [Pew Research Center](#), the [Migration Policy Institute](#), the [Brookings Institution](#), Facing History’s [Educator Resources](#) collection, [Newsela](#), and national news sources. You can also include **Activity 2: Learn about Changing Trends in Central American Migration**, in which students read and discuss a 2018 *Atlantic* article, in your lessons this week to help explain how the situation in Central America and the reasons why many people are choosing to migrate to the United States in 2019 are different from what they were when Enrique and his family made their journey.

3. Connecting the Pre-Reading Activity to the Epilogue

In **Activity 3: Analyze Dilemmas in the Epilogue**, students revisit the four statements from **Activity 1: Reflect on Controversial Issues**. Time allowing, consider choosing one or two questions to explore in depth by first having students reflect on them in their journals and then discussing them as a class, using the [Fishbowl](#) or [Socratic Seminar](#) strategy. If you or your students are interested in exploring the ethics of journalism, there are a number of interesting articles and interviews with Sonia Nazario about her reporting process on the [Journalism Instruction](#) page of the [Enrique's Journey website](#).

ACTIVITIES FOR DEEPER UNDERSTANDING

Create your daily lesson plans by choosing from the following activities and the chapter discussion questions for the epilogue and afterword of *Enrique's Journey*.

Pre-Reading Activity:

1. **Reflect on Controversial Issues:** *The Four Corners discussion activity might elicit some strong feelings and opinions in the room. Before teaching this activity, take time to review your [classroom contract](#) and recommit to the agreed-upon norms.* To prepare students for some of the topics they will discuss this week, have them reflect on the following statements in their journals. Read or project the statements one at a time. For each statement, students should write “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree” and then explain their answer in writing.

- Journalists should never get directly involved with people they write about or help them in any way.
- Everyone should have a chance at redemption.
- Everyone has a right to be treated with dignity and respect.
- Everyone who is incarcerated should have access to the same programs and resources while in prison.

Debrief the activity using the [Four Corners](#) strategy. Then let students know that all of these ideas are explored in this week's reading and discussion questions.

Through-Reading Activities:

2. **Learn about Changing Trends in Central American Migration:** *(Anytime this week) The June 2018 article that students will read discusses the situation in the whole of Central America and is not specific to Honduras or any one country in the region.* To help students understand why many Central American men, women, and children take great risks to migrate to the United States, pass out the article [Today's Migrant Flow Is Different](#) and [read it aloud](#) as a

class, or have students read it in groups or silently. To help your students interact with the text, consider first modeling and then having students use the following reading strategy:²

- Put an exclamation point by information that surprises you. In the margin, jot down a note explaining why it surprises you.
- Put a question mark in the margin when a question comes to mind or when the author assumes you know something, like the definition of a word, that you don't know.
- Put a "C" by parts that connect to *Enrique's Journey*. In the margin, jot down a note explaining the connection.³

Next, move students into small groups. Have them follow the steps of the [Iceberg Diagrams](#) teaching strategy to consider how what we see and read in the news about migration between Central America and the United States doesn't always include a discussion of the complex underlying causes. Pass out the [Iceberg Diagram](#) handout and have students record above the "water line" facts about migration from Central America that they know and that are visible, and then have them list the underlying, and often invisible, causes below the water line, using examples from the article and *Enrique's Journey*.

Have groups share their iceberg diagrams with the class and create a large one together on the board. Then discuss the following questions in groups or as a class. Encourage students to keep adding new ideas to their iceberg diagram handouts.

- How have human migration patterns from Central America changed over time?
- What are some of the factors that have led to this change? How have local and US policies impacted this change?
- How does knowing the details of Enrique's story impact your understanding of the article?
- What questions does this article raise for you? Where can you look for answers to your questions?

Close the activity by having each student complete an [exit card](#) that responds to the following prompts:

- Some important things to know about migration between Central America and the United States are _____ and _____.
- But the most important thing to know about migration between Central America and the United States is _____ because _____.³

- 3. Analyze Dilemmas in the Epilogue:** (*Epilogue: "A Journalist's Decision"*) If you or your students are interested in exploring the ethics of journalism, there are a number of interesting articles and interviews with Sonia Nazario about her reporting process on the [Journalism Instruction](#) page of the [Enrique's Journey website](#). After reading this section of the epilogue, use the [Save the Last Word for Me](#) discussion strategy to have students reflect on three sentences or short passages that they find thought-provoking. After their group discussions, have the groups work together to answer questions 66a–c from the *Enrique's*

² Adapted from Kylene Beers and Robert E. Probst, *Disruptive Thinking: Why How We Read Matters* (New York: Scholastic, 2017), 86.

³ Adapted from Kristina J. Doubet and Jessica A. Hockett, *Differentiation in Middle and High School* (Alexandria: ASCD, 2015), 165.

Journey discussion questions and then discuss these questions as a whole class. Close this activity with an **exit card** response in which students write one comment and one question that their discussion has raised for them.

- 4. Debate Pros and Cons of Immigration:** *(Afterword)* The SPAR debate activity might elicit some strong feelings and opinions in the room, especially if you have students who have recently immigrated to the United States. You may need to revise or choose between the four SPAR questions, which are taken from the book, or use a different **teaching strategy** that offers a safer environment for students to explore this topic. Before teaching this activity, take time to review your **classroom contract** and recommit to the agreed-upon norms. Sonia Nazario poses three questions on page 225 that she goes on to explore in the remaining sections of the afterword. For this activity, students work in small groups to collect evidence from the text that supports one side of one of the questions for a short mock debate.

Divide the class into groups of three to four students (you will need six groups in total) and explain the **SPAR** teaching strategy. Assign an “Agree” and “Disagree” side for each question. Inform students that they will be gathering evidence from the afterword to support their side, acknowledging that the side that they are assigned may not be the side that they personally agree with.

Nazario’s questions are as follows (note the addition of the second question, which is not in the book):

- Is immigration good for the men, women, and children who migrate? Yes or no?
- Is immigration good for the teenagers who migrate? Yes or no?
- Is immigration good for the countries from which people are migrating? Yes or no?
- Is immigration good for the United States and its citizens? Yes or no?

After groups have gathered evidence, give them two minutes to organize an opening statement. Pass out a graphic organizer for note-taking and facilitate a SPAR debate for each question. Then discuss the following questions as a class:

- How does the afterword and SPAR add complexity to the immigration debate you may have heard or read about in the news?
- How does learning about Enrique’s journey confirm, challenge, or change what you know or think about immigration?
- What questions does it raise for you?

Post-Reading Activities:

- 5. Understand the Epilogue and Afterword:** In small groups, have students discuss the following questions and then share their ideas in a class discussion:
- What key events happen in the epilogue? What did Enrique’s family gain by immigrating to the United States? What did they lose?

- What is the purpose of the afterword, and what is its relationship to the book as a whole?
- What choices do people make in these sections of *Enrique's Journey*? What other choices are available to them? What are the consequences of these choices?
- What can this section of *Enrique's Journey* teach us about the factors that influence people's decisions to leave their home countries? What can this section teach us about global migration? What questions does this section raise for you? Where might you seek answers to your questions?

6. Challenge the Single Story of Migrants: (See *Notes to Teacher: Important Facing History Activities*) Start by having students respond to the following questions in their journals. Reveal the questions one at a time:

- How can stories be used to empower and humanize individuals and groups of people?
- How can stories be used to take dignity and power away from people?

Have students share their ideas with a partner, and then divide the class into groups and pass out the handout [Challenging the Single Story of Migrants](#). Instruct groups to read aloud the passages and discuss the questions together. Then debrief the questions as a class. For question 4, consider drawing a timeline on the board and labeling the different places where Nazario might have started Enrique's story, asking students to share their ideas for how his story might be interpreted differently by readers at each starting point.

Then discuss the following questions as a class:

- What kinds of stories empower and humanize Central American migrants and immigrants in the United States?
- What kinds of stories take dignity away from and disempower these groups of people?
- How can we recognize when we are hearing a "single story" of a person, group, or place?
- What steps can we take to reject these single stories and instead seek a balance of stories?
- How might promoting a balance of stories about people migrating to seek a new life elsewhere influence the way Americans debate immigration policy?

7. Learn the Stories of Migrants Today: "[i am a migrant](#)" is a UN Migration Agency platform where migrants around the world share stories about their journeys and lives in new places. Individuals share their stories in short essays and videos that provide a glimpse into their choices, struggles, triumphs, and dreams.

If your students have access to computers, give them time to read some of the stories and then use the [Connect, Extend, Challenge](#) teaching strategy and [handout](#) to help them reflect on how one individual's experience connects to, extends, and challenges their understanding of human migration and people who have migrated to new places. Finally, have them share these new stories with each other in [concentric circles](#).

If your students don't have access to computers, choose four to six “[i am a migrant](#)” stories that represent a range of countries and experiences. You will notice that each story has a downloadable poster. Download and hang the four to six posters around the room and lead a modified version of the [Pick a Number](#) teaching strategy (using images rather than quotations to form the groups). Once students have chosen the story they want to learn more about, have them sit in groups and pass out photocopies of the stories that correspond to their posters. They can read the story out loud and use the [Connect, Extend, Challenge](#) strategy and [handout](#) to help them consider how the individual's experiences connect to, extend, and challenge their understanding of migration and the experience of migrants around the world. Have them share with others in a “[jigsaw](#)” format.

Summative Assessment for Week 6

If you didn't have time for **Activity 7: Learn the Stories of Migrants Today**, have students complete the activity as explained in the first bullet point for homework and then share what they learned from the stories they read in concentric circles or small groups at the beginning of the next class period. (Note: Students will need access to the internet to complete this assignment.)

Alternatively, have students start one of the unit's summative assessments, which are explained in detail starting on page 42 of this unit. For example, they can write their final journal reflection at home or respond in writing to one or more of the closing discussion questions in preparation for a discussion using one of the strategies suggested in the assignment description.

SUMMATIVE ASSESSMENTS FOR ENRIQUE'S JOURNEY

Final Journal Reflection

This assessment asks students to review their journal responses from the unit and use them to notice patterns, thematic development, and any new understanding of the essential questions. Start this activity with a conversation that reviews the essential questions and some of the big ideas from the unit, recording students' ideas on the board or chart paper. Then ask students to review their journal entries and, using sticky notes or a highlighter, identify three moments that stand out to them in some way: an entry where they arrived at a new insight about a big idea or question, an entry that explored a question the student is still grappling with, and an entry they would want to revise or add to because their thinking on the topic has changed. Finally, ask students to write a new journal entry that looks back on their learning over the course of the unit. If you think your students would benefit from some structure, you can provide them with one or more of the following prompts:

- What new insights and understanding about one of this unit's essential questions or themes do you have? What questions do you still have? Where might you go to try to find answers to your questions?
- How has learning about migration by reading one person's story impacted your understanding of your own identity, community, or world?
- Complete the following sentence starter, and then expand on your ideas in a journal response: *I used to think _____. Now I think _____ because _____.*

Closing Discussion of *Enrique's Journey*

Choose from the following questions for a culminating discussion of *Enrique's Journey*. Students can work in groups using a strategy like [Learn to Listen, Listen to Learn](#), or you can give each group one question to focus on and share ideas with the class, perhaps facilitating a short discussion about the question and any follow-up questions that emerged. To get students moving around the room, consider using a strategy like [Conver-Stations](#), where students start in groups of four to six and then two members of each group peel off to join a different group, sharing highlights from their previous discussion and then discussing a new related question. Finally, for a more in-depth discussion, use the [Fishbowl](#) or [Socratic Seminar](#) strategy to focus on one or two of the questions. Challenge students to explore the ideas in greater depth, citing specific evidence from the text and other resources from the unit.

Regardless of the discussion format you choose, provide time for students to reflect in their journals and gather evidence to support their thinking before asking them to engage in a discussion of these big questions. Note that some of the questions refer to journal responses or identity charts that students completed earlier in the unit.

1. Why do people migrate? What factors influence people's decisions to leave their home countries, often risking their lives in the process? How can reading *Enrique's Journey* and learning the story of a family who immigrated to the United States help you answer this question?
2. For the people in *Enrique's Journey*, to what extent were the choices to migrate made voluntarily? To what extent were those choices forced upon them due to poverty, violence, or other reasons? In what ways are the choices you read about, whether made voluntarily or not, similar to or different from how Central American migrants' decisions to leave their countries are portrayed by the news media and online? What makes you say that?
3. What is the significance of the title, *Enrique's Journey*? What kinds of journeys does Enrique take? What does he learn about himself and/or his world as a result of his journey? What can you learn about yourself and the world by learning his story?
4. Is the role of a journalist limited to reporting on what's happening, or is there a point at which a journalist should intervene, even if it means altering the story's course? Discuss this question in light of the choices Nazario made while interviewing and observing Enrique at the border, as well as the choices she made in response to the dilemma of whether or not to help Lourdes and Enrique in North Carolina.
5. How can learning Enrique's, Lourdes's, and María Isabel's stories help you understand global migration and the human beings involved?

Final Projects: Choosing to Participate in the World Today

Over the course of the unit, students read about the many upstanders who aided Enrique and others on their dangerous journeys from Central America to the United States. Since the publication of the young readers' edition of *Enrique's Journey* in 2013, the situation at the border has changed. To help students understand today's immigration debate, the first project incorporates research and analysis of current immigration policy and invites students to express changes they would like to see in a letter to their state representative.

The second project is open-ended and allows students to focus on issues they feel passionate about addressing. The experience of learning Enrique's story might inspire some students to create a project that raises awareness about how language can create "in" or "out" groups that include some and exclude others. Or they might conduct a storytelling project for which they interview immigrants in their school or local communities and then write or create digital versions of the oral histories to share with others. Or they may feel passionate about a different topic, such as human rights abuses, local or national government policies, LGBTQ+ rights, gun control, or school safety. Choose one project or combine aspects of both to help students transfer their ideas into action in order to enact the changes they envision for their world.

Join Sonia Nazario's Letter-Writing Campaign

The [website for *Enrique's Journey*](#) offers a number of suggestions for [how to get involved](#) in the effort to help immigrant youth. The first suggestion introduces Nazario's letter-writing campaign and provides a framework for students to write to their state representatives with policy suggestions for reducing violence in Central American countries and protecting the rights of children at the border. While Nazario provides a pre-populated template with her ideas, it can be a more powerful experience for students [to craft their own letters](#) to Congress that draw from their research, personal experiences, and opinions about the topic.

Start by having students read Sonia Nazario's June 2018 Opinion piece for the *New York Times*, [There's a Better, Cheaper Way to Handle Immigration](#). Help students understand that Nazario is offering her *perspective* on the national policies that she feels the government should adopt to enforce immigration laws at the border. Use the Facing History [News Article Analysis](#) teaching strategy to help students develop their news literacy skills by identifying Nazario's central argument and considering possible counter-arguments.

Then have students critically evaluate Nazario's argument and develop their own informed opinions on immigration and border policy. First, have students work in groups to research the proposals Nazario presents in her *New York Times* piece. Students can find up-to-date information from the [Pew Research Center](#), the [Migration Policy Institute](#), [ProCon.org](#), [Newsela](#) (you need to create a free account), and other news sites. For additional resources to help develop students' research and news literacy skills and organize the information they collect, use the [Source Evaluation Form: Why Should You Trust This Source? Why Shouldn't You Trust This Source?](#) handout from Facing History's [Common Core Writing Prompts and Strategies](#) resource. Have groups share their research, sources, and means of evaluating their sources in class presentations.

After students have shared their research, download, distribute, and read aloud [Nazario's template](#) for writing a letter to Congress. Have students work in pairs or small groups to analyze the kind of information she provides to make her argument, the structure of her letter, and the ways in which they find her argument effective or not effective. Then have students reflect in their journals about the message they would like to send to their representative regarding immigration policy before creating an outline, drafting, revising, and sending their letters.

Be a Changemaker: Develop a Social Action Project

The [10 Questions Framework](#), developed by the [Democratic Knowledge Project](#) at Harvard University, provides students with a framework to reflect on and gain insight into their own civic participation in the world today. By first asking students to consider what issues interest them and what they would like to see changed in the world before prompting them to consider how they can share information, involve others in their cause, and seek allies, the 10 Questions Framework helps students consider the implications of their actions and prepares them to lead a successful campaign.

To engage your students in their own social action projects, review the Facing History unit [10 Questions for Young Changemakers](#). If you don't have time to teach all four lessons, consider reading [Get Started](#) and then teaching [Lesson 1](#) and [Lesson 4](#). You can find examples of how six teacher leaders have adapted the [10 Questions Framework](#) for their own classrooms on the [Youth Participatory Politics](#) website.

Unit Extensions

1. Learn the Stories of Dreamers

Some people who came to the United States as children had the chance to apply for DACA, or Deferred Action for Childhood Arrivals, as a temporary reprieve from deportation. This program was established in 2012 by executive action during the Obama administration. There are about 700,000 DACA recipients currently living in the country, often called “Dreamers.” In 2017, the Trump administration ended the program, putting DACA recipients at risk of an uncertain future. Since that time, a number of lawsuits have been filed. The Supreme Court decided not to include the DACA case in the session beginning in January 2019.

The following resources and teaching ideas can help students learn the stories of people whose lives and futures are impacted by the recent threat to the program:

- Facing History’s 2018 *Facing Today* blog series [Today’s News, Tomorrow’s History: The Future for Teachers with DACA](#) includes resources and teaching ideas for how you can help your students understand the ongoing debate about who can become American.
- The six-part documentary series [Waking Dream](#) weaves together the stories of six Dreamers who are caught in the middle of the debate over their legal status and future in this country. Among the group is a teacher with dreams of becoming a lawyer, a PhD candidate, and twins with hopes of joining the US military. Each chapter of the documentary runs nine to ten minutes and covers a different topic, and the film is accompanied by a discussion guide and lesson plans, both available as free downloads.

2. Learn the Stories of Refugees

The United Nations reports, “We are now witnessing the highest levels of displacement on record. An unprecedented 65.6 million people around the world have been forced from home. Among them are nearly 22.5 million refugees, over half of whom are under the age of 18. There are also 10 million stateless people who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement . . . nearly 20 people are forcibly displaced every minute as a result of conflict or persecution.”⁴ Deepen students’ understanding of global migration by including one or more lessons that help students understand the current refugee crisis and the plight of the millions of people who have been displaced by war or persecution. Choose from the following Facing History lessons, teaching ideas, and resources to support your instruction:

- Teaching Idea: [Brave Girl Rising: A Refugee Story](#) (created in partnership with [Girl Rising](#))
- Teaching Idea: [Responding to the Rohingya Crisis](#)
- Teaching Idea: [Understanding the Conditions that Lead to “Ethnic Cleansing”](#)
- Mini-Unit: [Understanding the Global Refugee Crisis](#)
- Lesson: [The Refugee Crisis and Human Responsibility](#)

⁴ “Figures at a Glance,” UNHCR website, accessed June 23, 2017.

ENRIQUE'S JOURNEY **DISCUSSION QUESTIONS**

Directions: Respond to the following questions in the space provided. Include evidence from *Enrique's Journey*, other texts in this unit, and your own life experiences to support your thinking.

Prologue (pages 1-16)

1. What inspired Sonia Nazario to write this book?
2. What can mothers provide for their children and families if they make it to the United States and find work? What can mothers provide for their children and families if they remain in their home countries? What are the costs and benefits of each choice?
3. Nazario writes: “Perhaps, I thought, if I provided an in-depth look at one immigrant—his strengths, his courage, his flaws—his humanity might help shed light on what too often has been a black-and-white discussion” (6).
 - a. What do you think Nazario means when she describes discussions about immigration as “black and white”?

- b.** What can you learn about yourself and the world by hearing someone’s story that you can’t from reading or watching the news?
- 4.** How did Nazario find Enrique? In what ways does he represent and not represent what the border patrol describes as “the average child” caught attempting to cross the US–Mexico border?
- 5.** What do you learn in the prologue about the dangers migrants face on the journey from Central America to the United States?
- 6.** List the different ways that Nazario conducted her research in order to write *Enrique’s Journey*.

7. What questions would you like to ask Nazario about her research process?
8. When describing her research process, Nazario writes: “I returned to Enrique to compare what we had witnessed on our journeys. I wanted to make sure I was creating a true account” (12).
- a. To what extent do you think it is possible for Nazario to create a “true account” of Enrique’s journey?
 - b. How involved do you think journalists should be in the stories and the lives of the people they are reporting on?
9. What questions about global migration does the prologue help answer for you? What new questions does it raise?

Part 1: Honduras (pages 19–50)

Chapter 1: The Boy Left Behind (pages 19–33)

10. What do you learn about Enrique’s childhood home in the opening pages of the chapter?

11. What do you learn about Lourdes’s love for her children in the opening pages of the chapter?

12. List the “tugs” that pull Lourdes toward Honduras on the left side of the “tug-of-war rope” and the “tugs” that pull her toward the United States on the right side. Then discuss the following question: What can you learn about the choices that Central American migrants must make from analyzing Lourdes’s tugs?

////////////////// **Honduras** ////////////////////// **United States** //////////////////////

- 13.** What are the different ways that the people Lourdes encounters in California interact with and treat her?
- 14.** What are positive moments for Lourdes in this chapter? What are low moments? How do the choices others make impact how she feels about herself and her situation in California?
- 15.** Think about a time when you were a newcomer to a place—maybe a new school, a new neighborhood, a new place of worship, or a new team, for example.
- a.** How did you feel when you first arrived at this place?
 - b.** What did people say or do that made you feel welcome or not welcome?
 - c.** What can Lourdes’s experiences in California teach us about small things we can do to make newcomers to our communities feel welcomed?

Chapter 2: Rebellion

16. List the different family members that Enrique lives with in Part 1.

a. How is Enrique treated in each home?

b. What does he learn about himself and/or his world in each home?

c. How do you think Enrique would define “home”?

d. Is it similar to or different from how you define “home”?

17. Review the identity chart that you created for Enrique.

a. What aspects of his identity does Enrique show to the world?

b. What aspects does he keep hidden?

c. Why do you think he feels like he needs to keep aspects of his identity to himself?

18. What are the qualities of a good relationship? In what ways do María Isabel and Enrique have a good relationship? In what ways is their relationship not good for one or both of them?

- 19.** In what ways does Enrique’s environment impact his identity? How does his environment impact his decision-making process? To what extent does where we live determine how we live and the choices available to us?
- 20.** Look at the map at the beginning of the book (pages viii–ix, before the prologue).
- a.** Using the information from “A Test Run” on pages 45–46, locate the places where Enrique and José started their journey, crossed the border, got caught by police, and were finally arrested. Using the key, calculate approximately how many miles the teenagers traveled before they were caught. Write your answer in the space below.
 - b.** In what ways does mapping the journey confirm or change your understanding of the section of Chapter 2 called “The Test Run”?
- 21.** Discuss the factors that you think impact Enrique’s decision to leave Honduras and find his mother in the United States.
- a.** Based on your discussion, rank the three most significant factors from 1 to 3.

- b.** To what extent do you think Enrique has the power to chart his own course in life?
- c.** To what extent are Enrique's choices dictated by powers outside of his control?
- 22.** In the prologue, Sonia Nazario writes: "Perhaps, I thought, if I provided an in-depth look at one immigrant—his strengths, his courage, his flaws—his humanity might help shed light on what too often has been a black-and-white discussion" (6).
- a.** In what ways so far has Enrique shown himself to be strong?
- b.** In what ways is Enrique courageous?
- c.** In what ways is Enrique flawed?

d. How have the first two chapters shed light on the reasons why immigrants risk their lives and leave their homes to come to the United States?

e. What new questions do these chapters raise for you?

Part 2: The Journey (pages 53–145)

Chapter 3: Seeking Mercy

23. In what ways do Mayor Adan Díaz Ruiz of San Pedro Tapanatepec and Mayor Carlos Carrasco of Las Anonas agree and/or disagree about how people should respond to the migrants passing through their communities?

24. What can you learn about what migrants experience on their journeys by reading the summaries of Enrique's failed attempts to reach the United States?

25. What can you learn about Enrique's character by reading the summaries of his failed attempts to reach the United States?

26. What are some of the small and large ways that people living in and around Las Anonas help Enrique? How do their acts of generosity and kindness impact Enrique?

27. What does it mean to be resilient? How does Enrique show resilience in this chapter?

Chapter 4: Facing the Beast

28. Why do you think the train through Mexico is called *la bestia* (the beast)? Find examples in Chapter 4 to support your thinking.

29. What are some of the dangers that migrants face on *la bestia* as it passes through Chiapas?

30. What are some of the strategies that migrants use to stay safe on *la bestia*?

31. In addition to *la bestia*, we learn that the train through Mexico has other names: *El Gusano de Hierro*, *El Tren Peregrino*, and, to Enrique, *El Caballo de Hierro*. In what ways does the train earn each of its names?

a. *El Gusano de Hierro* (The Iron Worm):

b. *El Tren Peregrino* (The Pilgrim's Train):

c. *El Caballo de Hierro* (The Iron Horse):

32. What are some reasons why La Arrocera is so dangerous for the migrants and for the community members that live there?

33. What is the role of Grupo Beta Sur? What do you learn from Grupo Beta Sur about the factors that might influence the way people respond to the migrants and to crime in the area around La Arrocera?

34. Review the chapter section “Heat Wave” on pages 83–87.

a. What choice does Enrique face in “Heat Wave”?

b. What factors do you think influence the decision he ultimately makes?

c. What are the costs and benefits of his decision?

35. What do you learn in Chapter 4 about what migrants experience of/about migration today?

36. Who are some of the upstanders in Chapter 4, and what lessons can you learn from their actions and choices that you can apply to your own life?

Chapter 5: Gifts and Faith

- 37.** Compare and contrast how people in the state of Veracruz respond to the migrants and how people respond to the migrants in the state of Chiapas.

Veracruz	Chiapas

- 38.** How did gift giving start in Veracruz? How can this chapter help you answer these questions: How do the choices people made in the past impact the present? How might the choices people make today impact tomorrow?

- 39.** How did the community of El Campesino El Mirador respond when the police shot and then trapped a Honduran migrant teenager? What can this community teach you about the power of communal response?

- 40.** What would it take to change the culture of a school or community so people are inspired to respond to any unfairness or injustice they witness?
- 41.** What do the range of responses in Chiapas and Veracruz suggest about the ways people respond to migrants?
- 42.** What risks does the truck driver, who agrees to take Enrique to Nuevo Laredo, face by having a migrant as a passenger? Why do you think he agrees to take these risks and help Enrique?
- 43.** How many days did it take for Enrique to reach Nuevo Laredo on the Rio Grande? Look at the identity chart you made for Enrique: In what ways has Enrique changed over the course of his journey to the border? In what ways is he the same? What factors may account for those changes?

Chapter 6: On the Border

44. Read this passage from page 123 and discuss the questions that follow:

“‘Either we are with the poor, or we are not. God teaches us to help the poor. Any other interpretation is unacceptable,’ [Padre Leo] says. To Padre Leo, the people most in need in Nuevo Laredo are migrants. They go days without food, for months without resting their heads on a pillow; they are defenseless against an onslaught of abuses. His vow is to restore a bit of their dignity.”

a. What does it look like to be “with the poor”?

b. What does it mean to “have dignity”?

c. How do you think people can help restore the dignity of others who have lost it?

d. What lessons does Padre Leo teach his parishioners?

e. What lessons can you learn from Padre Leo that you can apply to your own life?

45. Review Gabi's story on pages 126–130.

a. How does Gabi's story connect to what you have learned about the experiences of migrants?

b. How does Gabi's story extend what you have learned about the experiences of migrants?

c. How does Gabi's story challenge what you have learned about the experiences of migrants?

46. What setbacks does Enrique experience in Nuevo Laredo? How does Enrique overcome these setbacks?

47. What steps must Enrique take before he can reach his mother by telephone? What does this process teach you about Enrique? About the experience of migrant children and teenagers who travel alone to the United States?

48. How does Part 2: “The Journey” confirm or complicate your understanding of immigration and immigration policy? What questions does it raise for you?

Part 3: Across the Border (pages 149–201)

Chapter 7: Dark River Crossing

49. What challenges does Enrique face when crossing the border into the United States? In what ways is Enrique at the mercy of the smugglers his mother has paid to help him cross?

50. What do you think Enrique learned about himself and his world as a result of his journey from Honduras to North Carolina? What are some key moments where he learned these lessons?

51. What can you learn about yourself and your world by reading Enrique’s story?

Chapter 8: Perhaps a New Life

- 52.** What challenges do migrant parents and children face when they are reunited after spending years apart from one another?
- 53.** In what ways is Enrique responsible for the challenges he and his mother face in their relationship? In what ways is Lourdes responsible? What challenges do they face that are outside of their control?

Chapter 9: The Girl Left Behind

- 54.** What do you think is the root of the tension between Enrique and Lourdes? What makes you say that?
- 55.** What can you learn from Enrique and Lourdes about the ways in which the experience of migration impacts the identities of and relationships between newcomers and their children?

56. What job opportunities does María Isabel have if she stays in Honduras? How much money does she stand to make in these jobs? According to social workers, what is the minimum amount of money that a family in Honduras needs to make each month? How does knowing this information impact your understanding of María Isabel’s story and the decisions she faces?

57. Record the “tugs” that pull María Isabel toward Honduras below the left side of the “tug-of-war rope” and the “tugs” that pull her toward the United States below the right side of the “rope.” What can you learn about the choices that Central American migrants must make from analyzing María Isabel’s tugs?

Honduras  **United States**

58. As the years pass, Enrique slowly starts to forgive Lourdes for leaving him when he was a child.

a. What factors make it hard to forgive someone who has hurt you?

b. What factors make it hard to ask for forgiveness after you have, intentionally or not, hurt someone in some way?

c. What can Enrique and Lourdes teach you about the challenges and power of forgiveness?

59. In the prologue, Sonia Nazario writes: “Perhaps, I thought, if I provided an in-depth look at one immigrant—his strengths, his courage, his flaws—his humanity might help shed light on what too often has been a black-and-white discussion” (6).

a. In what ways does Enrique show himself to be strong in Part 3?

b. In what ways is Enrique courageous?

c. In what ways is Enrique flawed?

d. How does *Enrique’s Journey* shed light on the reasons why immigrants risk their lives and leave their homes to come to the United States?

e. What new questions does the book raise for you? Where might you go to find answers to these questions?

Chapter 10: Unexpected Reunions

- 60.** In what ways does Enrique fulfill his promises to María Isabel and Jasmín?
- 61.** At the taping of his popular television show, “Don Francisco focuses on one point: Are these separations worth it? What do mothers and children who have experienced them think? Would they do it again?” (198).
- a.** Based on what you read in *Enrique’s Journey*, what are the potential costs of separation and the potential benefits?
 - b.** What does *Enrique’s Journey* teach us about how migration impacts migrant families in the United States and in their countries of origin?
 - c.** What can learning someone’s story teach you about yourself and the world?

- 62.** In what way is this book also Lourdes's journey? In what way is it María Isabel's journey? How are their journeys similar to or different from Enrique's?

Epilogue (pages 203–220)

- 63.** How does not having documentation to remain legally in the United States impact the choices available to Enrique and his family and the choices they ultimately make?
- 64.** Why is Enrique arrested? How do changes in immigration policy between 2008 and 2013 impact him? How do these changes impact his family?
- 65.** Describe the conditions inside the county jail. What are the federal detention standards for immigration inmates? How do the conditions impact how Enrique feels about himself and the world?

67. What strategy does Enrique’s legal team use to try to save him from deportation? What does Enrique’s case teach you about the complexities and challenges of the legal system for immigrants who entered the United States without documentation?
68. What does Enrique mean when he argues that “everyone should have a chance at redemption” (217)? What can Enrique teach you about the challenges and power of redemption?
69. What new understanding do you have after reading *Enrique’s Journey* about the experiences of migrants from Central America and what immigrants in the United States experience? What questions does the text raise for you?

Afterword (pages 221–242)

70. How can the information in the section titled “Women, Children, and the Immigration Debate” help you understand why today, migrants from Central America might choose to travel in large groups rather than alone like Enrique did 2000?

- 71.** How does “Women, Children, and the Immigration Debate” shed light on the 2018 news stories about “migrant caravans” traveling to the US border?
- 72.** In what ways does immigration benefit migrants? In what ways is immigration harmful to migrants? Taken together, how do your answers to these two questions confirm or extend what you understand about immigration?
- 73.** In what ways does immigration benefit *the countries from which people migrate*? In what ways is immigration harmful to these countries? Taken together, how do your answers to these two questions confirm or extend what you understand about immigration?
- 74.** In what ways does immigration benefit *the United States and its citizens*? In what ways is immigration harmful to the United States and its citizens? Taken together, how do your answers to these two questions confirm or extend what you understand about immigration?

75. At the end of the afterword, Nazario asks: “What would ensure that more women can stay home with their children, where they want to be?” (242). How would you answer this question based on what you understand about the situation in Honduras from *Enrique’s Journey*?

76. Now that you have finished reading *Enrique’s Journey*, think about what you want to take from Enrique’s story into your own life.

a. What is an important lesson or idea that you can take from *Enrique’s Journey*?

b. What scene(s) or person helped teach you this lesson?

c. How will you apply this lesson to your own life in the future?