

IMMIGRATION & REFUGEES

● Suggested for ages 8-11 ●

The aims of The Conscious Child: Family Book Discussion Kits are: 1) To celebrate diverse voices; and 2) to help facilitate family discussions about racial equity, identity, and justice. Included in this kit are discussion questions for each book, and a list of further recommended reading.

CHECK OUT THESE KITS TOO!

- Identity & Belonging
- Justice & Systemic Racism
- Solidarity & Activism

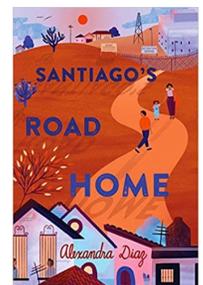
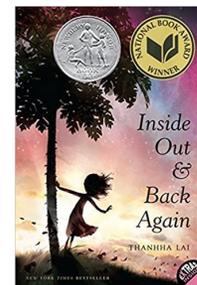
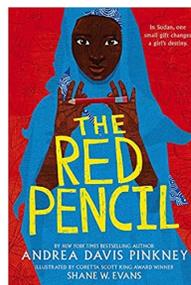
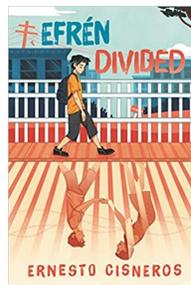
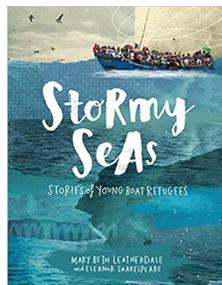
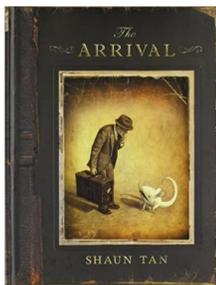


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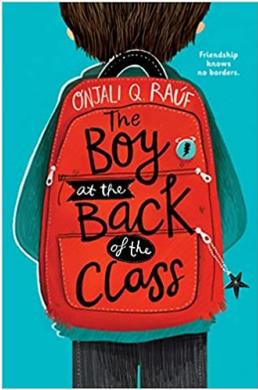


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IMMIGRATION & REFUGEES: Further Recommended Reading



- **The Arrival** by Shaun Tan
- **Stormy Seas** by Mary Beth Leatherdale
- **Efrén Divided** by Ernesto Cisneros
- **The Red Pencil** by Andrea Davis Pinkney
- **Inside Out & Back Again** by Thanhha Lai
- **Santiago's Road Home** by Alexandra Diaz

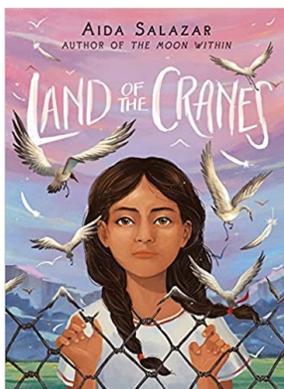


THE BOY AT THE BACK OF THE CLASS by Onjali Q. Raúf

BEFORE READING: Define the word **refugee** and contrast it with the word **immigrant**. See p. 273 for a clear explanation.

DURING/AFTER READING:

- Discuss the different ways kids and adults react to Ahmet's arrival at school. Imagine you were a refugee in a new country and didn't speak the language fluently. How would you feel? What could people do to make you feel safe and welcomed?
- Why do you think the author chose to write the book from Alexa's perspective and not Ahmet's?
- Discuss the importance of empathy in the book.
- Several characters in the book do not want refugees like Ahmet in their country. Do you think it's possible to change people's minds about refugees? How? Or do you agree with Alexa that "Maybe it didn't matter if *really* horrible people like Mr. Fry or Mr. Greggs didn't like Ahmet. Maybe they didn't even deserve to know him" (p. 253)?



LAND OF THE CRANES by Aida Salazar

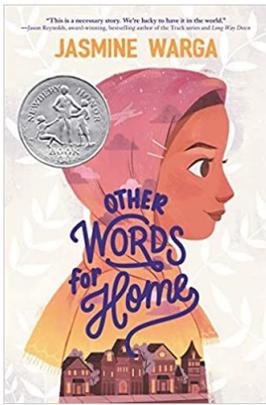
BEFORE READING:

- Talk with your child about the history and recent state of immigration in the U.S.

DURING/AFTER READING:

- In what ways is Betita's family similar to yours?
- How does Betita's father's deportation affect her family (both emotionally and financially)?
- Betita and her mother meet Josefina Ramírez and her children during the first days of their captivity. How does Josefina's story make you feel?
- Discuss the different ways the various characters (e.g. Betita, Tía Raquel, Yanela, etc.) are affected and changed by their time in the detention facility.
- What did you think of Mami's decision to return back to Mexico (i.e. "voluntary departure") at the end of the book? What do you imagine Betita and her family's future will look like?





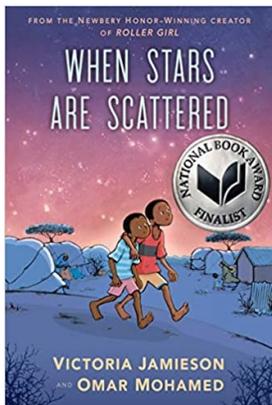
OTHER WORDS FOR HOME by Jasmine Warga

BEFORE READING:

- Define the word **refugee** and contrast it with the word **immigrant**. (See p. 273 in *The Boy at the Back of the Class* for a clear explanation.)
- You may want to discuss the conflict in Syria; the author has included a number of helpful resources on p. 337.

DURING/AFTER READING:

- Define and discuss **microaggressions**. (Merriam-Webster definition: "A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group.") On p. 187, a woman stops Jude's mother, points to her hijab and says, "You don't have to wear that anymore...You're in America now. You're free." Why is this an example of a microaggression? Are there other examples of microaggressions in the book?



WHEN STARS ARE SCATTERED by Victoria Jamieson and Omar Mohamed

BEFORE READING:

- What do you know about life in refugee camps?

DURING/AFTER READING:

- How is Omar's life different from yours? How is it similar?
- Why do you think Omar is initially so resistant to starting school?
- Early on in the book, Omar starts to realize how different life is for girls at the refugee camp. What are some of the differences he notices?
- When Maryam finds out that Omar has quit school, she calls him selfish (p. 107). Why does she feel that way?
- Why does Nimo feel so guilty when her family is chosen for resettlement?
- What did you learn about life in refugee camps from reading the book?



- How do people react when Jude starts wearing a hijab? How do these different reactions make her feel?
- After Jude learns of a terrorist attack in a “far away” city, Layla warns her that she will now “learn what it means to be a Muslim in America” (p. 261). What does she mean by this? What are some of the things that happen to Jude and Layla because of the terrorist attack?
- After the attack, Jude asks Layla “why this attack in particular is so upsetting to Americans. Why not last week in Lebanon? Or the week before in Pakistan?” (p. 270). What is Layla’s response and what do you think she means?
- Belonging is a major theme of the book:
 - On p. 281, Layla tells Jude she feels like she doesn’t belong anywhere. Why does she feel this way?
 - When we first meet Uncle Mazin, he doesn’t seem to want to have anything to do with his Syrian heritage. What are some examples of this? How does he change later in the book? How does Sarah change?
- What does the title mean to you?
- Make sure to read the book’s back matter for information on Omar and Hassan’s mother and Omar’s nonprofit organization Refugee Strong.