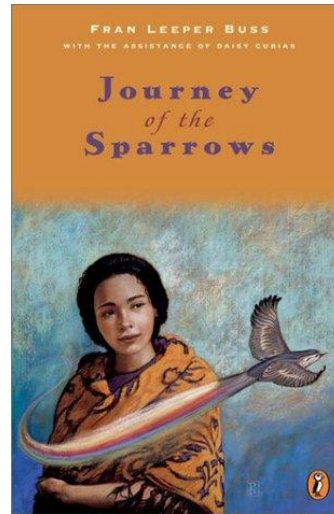


Journey of the Sparrows



ISBN-13 978-0-14-230209-5

ISBN-10 0-14-230209-0

Author Fran Leeper Buss

Publisher Puffin Books

Copyright 1991

Synopsis Fifteen-year-old Maria escapes death by hunger and the Salvadoran Civil War. After a difficult journey through Mexico, she struggles to make a living in Illinois.

Themes Social justice

Character-Based Literacy Program Independent Study Lesson Plan, *Journey of the Sparrows*, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Where is El Salvador?

Maria and her siblings fled El Salvador, a densely populated country in Central America. El Salvador is smaller than the state of Massachusetts. It is estimated that more than 25 percent of its population migrated or fled during the civil war, which began in 1979 and ended in 1992. Migrants fled to the United States, Canada, Australia, and Italy.

What is the Level of Poverty and Hunger in El Salvador?

The following facts are based on the assumed time covered by the book, *Journey of the Sparrows*. Between 1980 and 2001, the amount of cultivated land in El Salvador increased by 6 percent, while the population grew by 42 percent. At the same time, the value of agricultural products dropped, affecting the income of farmers. As a result, nearly half of the children in rural areas suffered from malnutrition and were vulnerable to disease, and about half of the children did not live beyond the age of five years.

Who are Migrant Children?

Migrant children are boys and girls who travel unaccompanied to arrive at a safe place. These children travel without parents or guardians and hide from authorities as they walk through deserts and forests, and mountains. Tens of thousands of children have left El Salvador to find safety. Some of the children have parents or other family members in Mexico or the US, and they travel for family reunification.

What are the Employment Ethical Issues in U.S. Garment Manufacturing?

There are many small garment and apparel workshops that compete with one another for limited business and can generate only narrow profit margins. To cut costs, they often hire unauthorized workers who are willing to work long hours for low wages. In most cases, the workers are paid below the minimum wage and their salary does not meet overtime regulations. Most workshops employ between five and 50 workers, predominantly female immigrants. The workshop size is often intentionally small, so the employer can lay off workers or close the workshop during slow periods. Often, these working conditions are a result of the contract between the workshops and the brand names that sell their products. Brands pay factories low prices while demanding short turnaround times.

What is the Impact of Language Barriers on Immigrants?

Because of their fear of being caught, undocumented immigrants accept jobs with poor working conditions. Another barrier is the lack of English proficiency which prevents them from obtaining many types of jobs, communicate with people around them, shopping for essentials, going to school, and receiving health care services.

Word Wall Here are fifteen vocabulary words to define and add to the Word Wall.

Whimper (1)	sternness (4)	thrashed (5)	stumbled (7)	hurled (8)
outrageous (12)	chuckle (15)	huddled (16)	flicked (18)	exuberant (20)
astonishment (23)	thudding (23)	pleaded (27)	tiredness (29)	protected (30)
fragile (32)	seam (34)	scowled (35)	throbbed (36)	stanzas (41)
carved (46)	full-fledged (47)	scraggly (48)	clamored (50)	puffed (51)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pages 1–51 in the book, *Journey of the Sparrows*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Journey of the Sparrows Week 1 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

[illegible]

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Chapter 1

Find El Salvador, Mexico, and Chicago, Illinois on the world map. Draw a possible route for the journey of the children. You may use the map on page 3 of the UNICEF report, [Broken Dreams: Central American children's dangerous journey to the United States](#).

Chapter 2

Draw a picture of María's village in El Salvador based on her memories. Compare the village setting to living in Chicago.

Chapter 3

Draw a picture of the apartment or the room where María, Julia, and Oscar are staying. Include as many details as you can, based on the text. Add additional details as you imagine the living conditions of the children and other residents in the apartment.

Chapter 4

The Chicago "L" is an important part of Chicago's landscape. Visit the website of the Smithsonian National Museum of American History by clicking this [link](#) or copying and pasting the URL: <https://www.chicago-l.org/museums/smithsonian.html> to your browser and learn more about the history of the train.

Chapter 5

Draw a picture of María and Oscar at the toy store. Try to capture their mood by drawing their facial expressions or adding thought bubbles.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Chapter 1

Find a photo of the bird, Quetzal. Draw and color the bird.

Question: Why did María feel like the trapped Quetzal she once found?

Chapter 2

Draw a picture of María's village in El Salvador based on her memories. Compare the village setting to living in Chicago.

Chapter 3

Draw a picture of the apartment or the room where María, Julia, and Oscar are staying. Include as many details as you can, based on the text. Add additional details as you imagine the living conditions of the children and other residents in the apartment.

Chapter 4

Use the Resilience Chart to write on each of the five arrows one personal strength or type of social support that has enabled María endure her journey, painful memories of loss and separation, and the conditions of living and working in Chicago.

Chapter 5

Draw a picture of María and Oscar at the toy store. Try to capture their mood by drawing their facial expressions or adding thought bubbles.

Discussion Answer the key questions. Use evidence from the text.

Chapter 1

1. What were the different fears that María, Tomás, Oscar, Julia felt when they inside the crate?
2. Why did María shake her head when the woman asked if she was from El Salvador?

Chapter 2

1. Why did María ask Julia not to tell about the necklace?
2. How did María make Oscar feel better?

Chapter 3

1. Why were the children frightened by the police siren?
2. How did Alicia show kindness to the siblings?

Chapter 4

1. According to Alicia, why does she sometimes seem unfriendly?
2. Why did Alicia encourage María to talk about herself and her feelings?

Chapter 5

1. Why did María shudder when she saw a toy machine gun in the store?
2. How could English proficiency change María's life?

Analyze the key paragraph.

P. 4

"We'd been so poor at home. Just flowers and hunger. Four brothers and one sister died from worms and lack of food. Finally, Papa and a few others brought a nurse and a teacher into our village, and that's how I learned to read. I imagined my teacher, standing by the chickens in front of her little house. Her left hand was on her hip; her right hand was pulling back her long hair as she watched the sunset. But the red of the sunset began to spread outward, toward me, flowing as though bleeding, and I heard the clicks as the guns went into position, and I saw people, their mouths open, screaming."

PP. 17–18

"Oscar," I said, "we made it, We're here in the North where everyone gets so rich. We'll have lots to eat, and we'll send money so Mama and Teresa can join us."

PP. 25

"I looked out the kitchen window, was amazed at how high we were and saw that there were other buildings even higher. Lights blinked on from building to building, and I wondered how many people were hiding."

P. 38

"I keep thinking about Papá saying I was going to save the family, Alicia," I said. "I don't know if I can do it." I cried, leaning against Alicia, my eyes so full of tears I couldn't see the lights."

P. 47

"We're having a full-fledged American party," said Tomás. "Complete with candles."

EXTEND

Write a short product for each chapter. Use as much detail as you can.

Chapter 1

María, Tomás, Oscar, and Julia comforted each other during their journey inside a crate. Write a paragraph about the things they said to help each other overcome their pain and fears.

Chapter 2

María was worried about her brother, Oscar. Write a paragraph about the relationship between the siblings, Julia, María, and Oscar, and how important it was that they took care of each other.

Chapter 3

María remarked that darkness reminded her of the crate. Sometimes, small signals, such as smell, noise, or light can trigger painful memories. Write a paragraph about the need of the three siblings, Julia, María, and Oscar to be close to people who have empathy and understand them and their fears.

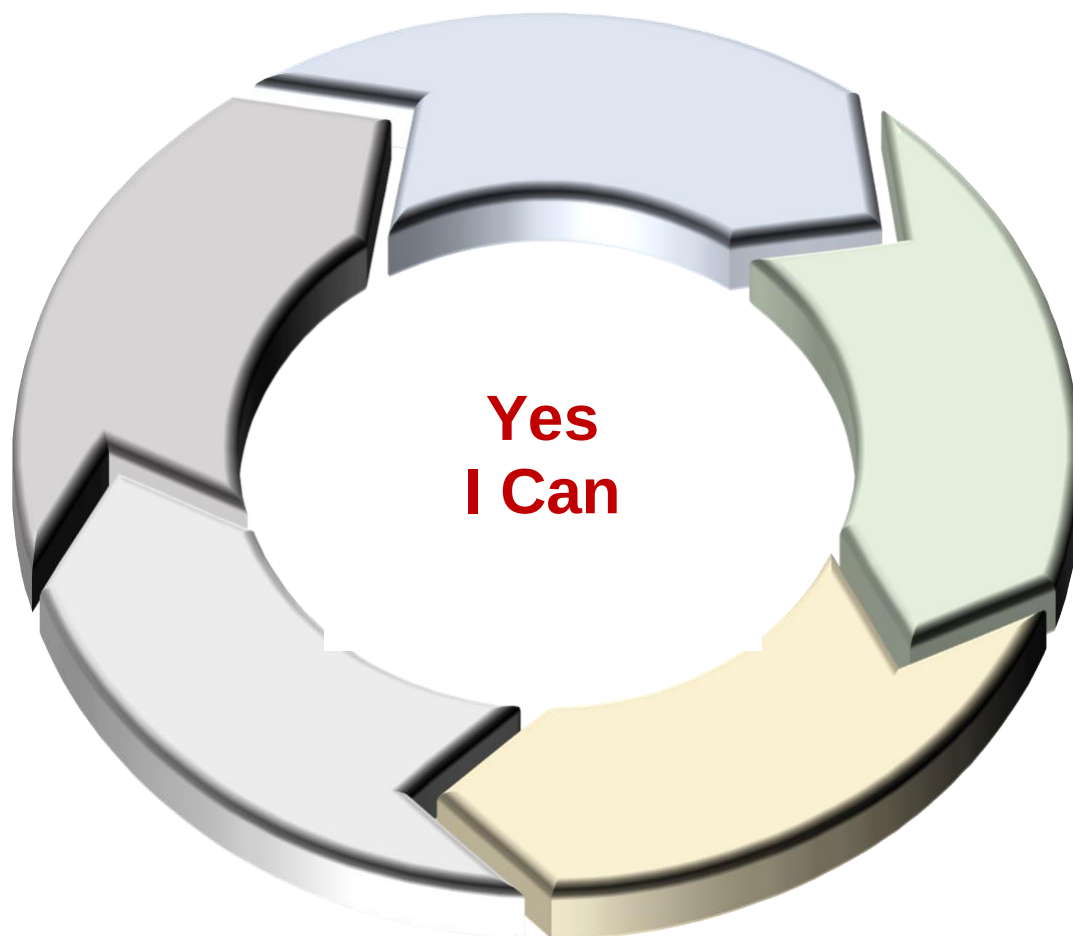
Chapter 4

María was happy to hear music that reminded her of home. Write a paragraph about the importance of having music, stories, pictures, or other artifacts that help ease immigrants' feelings of homesickness.

Chapter 5

María and her siblings face food insecurity – lack of consistent access to a sufficient amount of food. Write a paragraph about the mix of joy and hunger that María and Oscar experienced on their fun day outdoors.

Resilience Chart



Character-Based Literacy Program Independent Study Lesson Plan, *Journey of the Sparrows*, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Religious Spaces Help Immigrants in the United States?

Prayers help immigrants maintain hope and are important to their well-being. Parishes around the country meet other basic needs of immigrants. They run soup kitchens, homeless shelters, and collect donations of clothes, toiletries, and other essentials. Some churches provide additional social services as well as civic and legal advice.

What Raids are Conducted by Immigration and Customs Enforcement (ICE)?

ICE conducts surprise checks of employers suspected of hiring employees that are not legally authorized to work in the United States. ICE may arrest both the unauthorized workers and their employers. In some states, ICE can lawfully enter employer premises without a search warrant.

How Did the Guardia Nacional Act in the Civil War in El Salvador (1980-1992)?

When the El Salvadoran government did not fulfill its promise to improve living standards in the country, discontent with the government provoked a 12-year war. The war between government, guerilla and paramilitary forces produced systematic human rights violations, subjecting civilians to torture, mutilation, forced disappearance, extrajudicial killing and mass rape. In 1992, a peace settlement was signed. The United Nations appointed a Truth Commission to investigate war crimes. The Commission's report attributed the majority of the human rights violations to the [National Guard](#) (Guardia Nacional) who have killed 75,000 civilians during the Civil War.

What is the Importance of Memories from Home to Immigrants?

In addition to the challenges of finding work, food, and shelter as well as learning a new language, immigrants need to assimilate to a new culture. Talking with friends and family about memories from home, and making dishes and artwork that reflect cultural traditions can ease the difficulties of change. Americans can demonstrate appreciation of diversity by acknowledging the importance of these traditions and showing interest in the music, food, and other cultural traditions of immigrants.

How Should Doctors Treat Illegal Immigrants?

Read the following case study and consider the point of views of the clerk, the doctor, and the patient.

Jane Smith works in a hospital as a front desk clerk. A pregnant woman checks in. Her water just broke and she is in urgent need for help delivering her baby. Mrs. Smith notices that the patient's identification card is missing the holograms that ID cards typically have. She suspects the ID card to be fake. Based on the patient's language and ethnicity, she assumes that the patient is likely to be an illegal immigrant. She consults with a doctor, who tells her that the First Amendment to the US Constitution protects the right of free speech including the right not to speak. The doctor notes that there is no general obligation to report a crime, including the presence of an illegal immigrant in the hospital. Mrs. Smith points out that illegal immigrants are not eligible to medical benefits in the United States and that the patient may not be able to pay the hospital bill. The doctor responds that under the Emergency Medical Treatment and Active Labor Act, in a state of emergency, doctors cannot deny medical treatment to a patient for economic reasons.

Word Wall Here are fifteen vocabulary words to define and add to the Word Wall.

fragile (59)	solemnly (60)	humble (61)	swooped (62)	downdraft (63)
scraps (67)	slammed (68)	slumped (68)	scalded (69)	motioned (70)
beckoned (76)	steadied (77)	serenely (78)	stammering (80)	fervently (80)
ragged (81)	Flushed (81)	squirmed (83)	silhouetting (86)	clattering (87)
peered (91)	shrill (91)	midwife (91)	basin (93)	diminished (93)

Review Review the timeline from the beginning of the book.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pages 52–97 in the book, *Journey of the Sparrows*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Journey of the Sparrows Week 2 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

[illegible]

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Chapter 6

Complete the KWL Chart in response to the following questions: (1) What do you know about the ability of María and Julia to obtain food, clothes, and other necessities? (2) What do you want to know? (3) After finding additional evidence in the book, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Chapter 7

Complete the KWL Chart in response to the following questions: (1) What do you know about the lives of illegal immigrants in the United States? (2) What do you want to know? (3) After conducting independent research, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Chapter 8

Complete the KWL Chart in response to the following questions: (1) What do you know about the people who share the apartment with María, Julia, and Oscar? (2) What do you want to know? (3) After finding additional evidence in the book, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Chapter 9

Complete the KWL Chart in response to the following questions: (1) What do you know about María – what she likes and what she believes in? (2) What do you want to know? (3) After finding additional evidence in the book, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Chapter 10

Complete the KWL Chart in response to the following questions: (1) What do you know about Doña Elena? (2) What do you want to know? (3) After finding additional evidence in the book, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Chapter 6

Draw a kite. Color and decorate the kite. Add your wishes for Julia, María, and Oscar.

Chapter 7

In 2016, the U.S. Department of Labor investigated 77 garment companies in the city and found that 85 percent of the time, they cheated their workers. Research information about the exploitation of illegal workers in the United States. Write two or three examples you have found.

Chapter 8

Explore the CIA's [World Fact Book](#) page on El Salvador. Create a postcard about El Salvador. It can convey current or historical aspects of the country.

Chapter 9

Draw the cat with the ragged ear from the religious store and the kitten that the Quetzal Lady found.

Chapter 10

Using old magazines, cut out words, phrases, and images that represent the values, talents, attitudes, and people that help you to face challenges in life and cope with stress.

Discussion Answer the key questions. Use evidence from the text.

Chapter 6

1. What saved Julia, María, and Oscar from hunger?
2. What did the old lady ("the Quetzal Lady") show kindness to Oscar?

Chapter 7

1. According to María, why was the immigration raid on payday?
2. What dangers are awaiting María, Julia, and Oscar?

Chapter 8

1. What did María and Julia do feed themselves and their brother?
2. Why did Father Jonathan promise to help María?

Chapter 9

1. What did María sell at the religious store?
2. What memories of good times at home does María have?

Chapter 10

1. Why didn't Julia go to a hospital to deliver the baby?
2. Why didn't Doña Elena go back to New Mexico?

Analyze the key paragraph.

P. 60

"Oscar reached for the drawing and knelt on the floor, folding the picture in half and pressing it carefully with his hands. He folded it again and again into a little square and held it against his chest. I felt tears on my cheeks from missing Mama. From that time on, Oscar carried the drawing with him wherever he went, opening it up every so often, staring at it carefully, and folding it back up."

p. 67

"Tonight we get paid," she reminded me, "and you'll feel better. Don't give up, María. You're young. Your brother and sister need you."

p. 80

"Not everyone here agrees with Immigration. Or back the Guardias. Some of us are trying to change things. To make it legal for people like you."

Note: In 1981 and 1982, thousands of demonstrators in the United States demanded to change United States policy toward El Salvador. The United States has provided [military aid](#) to El Salvador to assist the government during the Civil War.

p. 87

"Well, you know how the stars move across the sky at night." Tomás nodded again. "See, I always thought I had a special star, ever since I was little. And when our neighbor played his *pita* each night, my star would move right where I could see it through my crack. Then it'd move away. But it always came back the next night."

p. 96

"María," she said, "you'll learn that the goodness, the goodness you had before, it can't ever really go away. It's all inside of you. Your family, your home, your land, before the killings began. You can keep those things living inside. Like my son and family live in me. And the grass and the sky. I feel them every day. They're still part of me, and it'll be that way for you."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Chapter 6

Flying a kite was one of the most fun days Oscar had since he arrived at the United States. Write a paragraph about the importance of this day to Oscar.

Chapter 7

You have read about an employer who has violated workers' rights in several respects. The women received low pay, worked many hours a week, and did not receive their weekly paycheck. Write a paragraph about the lack of ability of illegal immigrants to negotiate better working conditions.

Chapter 8

Write 1–2 paragraphs about the power of civilians to support people in poverty and immigrants in distress. What kinds of support can people and organizations provide? Refer to Father Jonathan’s help to María as one of your examples.

Chapter 9

Write a paragraph about the positive power of hope. María’s hard work and initiatives were driven by her hope for a better future. What is hope and why is it important?

Chapter 10

Write a paragraph about the importance of controlling our thoughts. Doña Elena instructed María to get her sister focused on prayer rather than on her dead husband and her fears. Why is it important to manage our thoughts to reduce stress?

Character-Based Literacy Program Independent Study Lesson Plan, *Journey of the Sparrows*, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How is Lack of English Literacy a Barrier to Financial Stability?

About one-third of the legal immigrants and the majority of the illegal immigrants in the United States lack necessary English literacy skills – the ability to read, write, and speak basic English. Lack of English literacy prevents them from finding better jobs, understanding their rights, and seek health and social services.

What are the Risks that Refugees from El Salvador Face?

Thousands of women have traveled alone or together with their children or other family members since the start of the Civil War in El Salvador. They attempted to escape violence but on their way encountered assault and extortion by heavily-armed, transnational criminal groups.

Who Are Migrant Workers?

Migrant workers come to the United States for several months every year to work in temporary or seasonal jobs. They send back home the salaries they earn. María's first stop on her journey is a town in Illinois that has many migrant workers who travel the country to harvest the crops.

What are the Risks that Refugees from El Salvador Face?

Thousands of women have traveled alone or together with their children or other family members since the start of the Civil War in El Salvador. They attempted to escape violence but on their way encountered assault and extortion by heavily-armed, transnational criminal groups.

What are the Effects of Undernutrition on Children?

Young children (ages 0–6 years) who are chronically hungry are likely to suffer long-term health problems such as weak immune system, low density of the bones, hypertension, and fatigue among other problems. They are also likely to have learning disabilities.

How Do People Cross the Border at the Rio Grande River?

Border patrol officers watch the Rio Grande River area. However, some illegal immigrants paddle in rafts or walk in the water to cross the border. Often these immigrants can carry only small backpacks with them because there is no space on the raft or because of the difficulty in maintaining balance in the water.

Word Wall Here are fifteen vocabulary words to define and add to the Word Wall.

thankful (100)	ragged (101)	pleaded (103)	glistened (103)	flushed (104)
speechless (106)	quiver (108)	tender (109)	piercing (112)	exhaustion (114)
fragile (118)	gumption (118)	doubted (119)	frightened (120)	refugees (121)
absorb (123)	rippled (124)	soared (124)	Incline (125)	gully (125)
gaunt (135)	broiled (135)	jackknifed (136)	crumbling (136)	infirmary (138)
Appeal (145)	Currents (145)	Wading (146)	Thrashing (147)	Furnished (149)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pages 98–155 in the book, *Journey of the Sparrow*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Journey of the Sparrows Week 3 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

[illegible]

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Chapter 11 KWL Chart

Complete the KWL Chart in response to the following questions: (1) What do you know about Tomás? (2) What do you want to know? (3) After finding additional evidence in the book, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Independent Study, Week 3

Journey of the Sparrows

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Chapter 12 KWL Chart

Complete the KWL Chart in response to the following questions: (1) What do you know about Teresa? (2) What do you want to know? (3) After discussing with your group, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Chapter 13 KWL Chart

Complete the KWL Chart in response to the following questions: (1) What do you know about Ana Aragón? (2) What do you want to know? (3) After finding further evidence in the book, what did you learn?

What do you K now?	W hat do you want to know?	What did you L earn?

Chapter 14

Find Brownsville, TX on a map and the US-Mexico border. Look up information about the Rio Grande River. You may use the American Rivers website at <https://www.americanrivers.org/river/rio-grande-river/>

Chapter 15

Find Monterrey, Mexico on the map.

Chapter 16

Find a possible bus route from Edinburg, TX to Chicago through San Antonio, TX.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Chapter 11

Create a comparison chart of the lives of María, Julia, and Oscar during the first weeks in the US and now. Use sentences or images to show what has changed and what has stayed the same.

Chapter 12

Print or draw a map of North America and Mexico (fit to a single page). You may use Google Map, Yahoo Maps, or Map Quest. What route should Maria take as she travels from Chicago to Mexico?

Chapter 13

Draw a picture of María at the beginning of her journey. You may include the details she mentioned, such as the pouch with the baby medication.

Chapter 14

Draw a scene from María's dream about the old woman in black. Use images and colors that symbolize the fears and hopes of María.

Chapter 15

Beatriz lived in the slums of Monterrey. Draw a shack made of adobe, wood, cardboard, and tin like the one Beatriz and her children have.

Chapter 16

A publisher invites you to design a new book cover for the book, *Journey of the Sparrows*. Draw and color a book cover that conveys a central theme in the story.

Discussion Answer the key question use evidence from the text.

Chapter 11

1. Why did María nearly cry when she reached the park?
2. In your opinion, what does the sparrow symbolize in this book?

Note: A symbol is an object, image, or action that means something more than its literal meaning. The characteristics of the symbol represent ideas, values, or other significant aspects in the story.

Chapter 12

1. Why did Julia and María disagree about who should bring Teresa to the United States? What arguments did they provide?
2. What did Doña Elena sell?

Chapter 13

1. What is the planned route for María's journey?
2. Why did Doña Elena give María medicine for Teresa?

Chapter 14

1. How did Ana Aragón help María?
2. Why did the police let Laura and the passenger go?

Chapter 15

1. What happened to Beatriz's children when their mother was in the infirmary?
2. What letters did María receive while she was staying at Beatriz's place?

Chapter 16

1. Why did Estela and Gilberto want to go to the United States?
2. In your opinion, why did the cleaning lady in the bathroom help María and Teresa stay hidden?

Analyze the key paragraph.

p. 100

"You don't realize how good you are? You don't know how proud of you I am?" she said. "You don't know how lovely you're becoming? How happy I'd be if Ramona looked like you?"

pp. 111–112

"Turn to the wise ones. Don't be talking to stiff old boards. And don't be running off in no fool's direction. You young ones can be dumb, dumb as shadows in the wind."

p. 122

"You think there's hope?" I asked.

She smiled. "yes, at least some hope," she answered."

p. 127

"None of this is your fault, María, And God wouldn't punish you. You've all suffered because of the killings. Because you have to be secret up here. Because people are so poor where you live. Don't you see?"

p. 140

"I swept up little Teresa, holding her out in front of me, her surprised face above mine, "Mamá's alive! Mamá's alive!" I shouted. "Safe. Alive. Like Oscar and you. She escaped again."

p. 154

"I cried for Estela, Gilberto, and Juan and because I finally knew. My saving Teresa wouldn't bring Papa back or always keep Oscar strong. It would have nothing to do with determining when we'd be together with Mama."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Chapter 11

Write a paragraph about the relationship among the key characters in the book, *Journey of the Sparrows*. Despite their age, the teenagers help their families and friends. Include at least two examples.

Chapter 12

Write a paragraph about María's temptation to give up and accept the fate of her family compared to her willingness to take on a risky journey to save her sister. What made María change her mind?

Chapter 13

Connect this chapter to the unit's theme: Kindness Requires Empathy. Both family, friends, and strangers feel empathy towards refugees like María. Discuss how empathy leads to kindness and social support.

Chapter 14

Write a paragraph about María's sense of responsibility towards her family. Explore how the kindness and encouragement of other people, such as Ana Aragón, give María the courage and strength to keep fighting for her family's survival.

Chapter 15

Consider the poverty and hunger that María sees in Monterrey. Write a paragraph about immigration driven by a shortage of food.

Chapter 16

Write a conclusion paragraph summarizing what you have learned about the reasons for illegal immigration from the book, *Journey of the Sparrows*.