



# Efrén Divided Book

## by Ernesto Cisneros

### Points for discussion and questions for chapter 1-4

#### Chapter 1

Efren stays up late worrying about his mom because of raids. **How could this affect his performance at school and how can we support students going through these circumstances?**

Efren admires his mom for everything she does for the family. He calls her “Soperwoman”. **How can we highlight the skills our ELs’ families have and let them know they matter and their culture matters?**

Efren is convinced that translanguage and/or speaking a home language is not good to master the English language. **How do we encourage our students to fully embrace the home language and understand the Importance of being bilingual? How do we share with parents the importance of emphasizing home language?**

Efren’s mom takes very good care of her kids: she makes them food, keeps their clothes clean, sends them to school very clean, and cares about their education. **Can we categorize these actions as family engagement? Why or why not?**

#### Chapter 2

Mr. Garrett “didn’t look happy” -- **How important is it for teachers to demonstrate a good attitude toward students to build a great teacher-student relationship?**

The library made Efren “feel free” - “No other home responsibilities”. And finding “The House on Mango Street was a “Jackpot” - **How important is it to have a place where students find books that represent not only the home environment but also their Journey?**

The librarian called Efren “my #1 Reader”. This made him feel good. **How important is it to highlighter students’ academic efforts?**

When Efren walked into the house, he immediately knew something was different. **How can a 7th grader be so aware of his surroundings and act like an adult at such a young age?**

In chapter 2 we read about ICE raids at factories where honest immigrants are looking for a job. **How do we explain this injustice to our young students?**



Efren feels “useless” after mom is taken away. **How can we empower students in circumstances like this when we KNOW it is a situation out of their control?**

### Chapter 3

“As much as the adults like keeping kids in the dark, Efren had heard enough. He knew about the raids happening around the country. Around the state. Around his City” Pg. 48. **Should students be in the dark and be protected from topics like this, or should we be honest and talk about these topics with our students?**

“Apá was the strongest, bravest man he knew. And yet, he was no match against an entire country trying to get rid of him” pg #50. **What opportunities can we provide the have our students express their admiration for their parents no matter what their job and or background is?**

Efren was jealous of “how clueless his little brother and sister were about Amá being gone”. Efren is forced to grow up and act like an adult at an early age. **How can we honor and recognize it in our classrooms?**

### Chapter 4

“I can get them...is no problem” pg. #55 Efren’s #1 concern is not taking care of his siblings. **As teachers, how can we support families and students through this situation and support them academically as well?**

Efren’s dad talks to Efren about hiring a coyote “smuggler” to bring Amá back to the US undocumented. **Should topics about illegal immigration and/or undocumented immigrants be in children’s books? Why or why not?**