

Efrén Divided Book by Ernesto Cisneros

Points for discussion and questions for chapter 14-18

Chapter 14:

Efrén and his family did what needed to be done... "Whether it's fair or not" - **What struggles do you see your EL family going through and do what needs to be done for their families? How do we support and honor their struggles and hardships?**

Efrén finally gets to hear his parents' immigrant story.

How important is for immigrant parents to share their immigrant experiences and stories with their children. Should parents and grandparents share with children their immigrant experiences? Why or why not?

Chapter 15:

"So many images flooded past him: brown-skinned family reaching within the gaps of the US-built fence, forced to wear their best smiles; tiny kids like Max and Mia working day jobs to help their families make ends meet; elderly men and women selling handmade items, curbside.

A strange mix of sadness and pride overtook him, and for the first time in his entire life, he finally felt connected to this Mexican side."

What home activities would you recommend to families to do at home to encourage students to connect with their families' cultures and backgrounds?

"Everywhere he'd been (in Mexico), Efrén had witnessed signs of courage, people no different from himself refusing to give up." **Can you name a few Latinx role models we can add to our curriculum to show our students courage and perseverance?**

After Efrén spent some time in Mexico - he began appreciating his own culture and language. He came home with a new language perspective. **Have you experienced time in another country and felt more appreciation for your own language or for multilingualism in general?**

"The only language that mattered." ~ **What would you tell a student (or EL parents) who does not seem to understand the importance of bilingualism and/or multilingualism?**

"He'd been born Mexican American. Only he'd forgotten about the Mexican part." ~ **How do we encourage students to embrace and maintain a balance between home culture and the new culture?**

“Nunca olvidaré.” **Share of a time you were in a foreign country and what was your experience? What’s something you’ll NEVER forget?**

“Efrén nervously handed his paperwork to the officer.” ~ I remember this exact terror!

“These forms...represent a giant sacrifice from your parents. A true gift. Don't let it go to waste. ¿Entiendes?” ~ **What does waste our parents’ sacrifice looks like? How do we encourage our students to continue further education to honor their parents’ sacrifice?**

Tijuana, Mexico ~ “Land of broken dreams.” **Parents do a great sacrifice bringing their children to the USA because they know they have more opportunities here to make their dreams come true. Do you agree with this statement?**

... “Efrén didn’t see the point in upsetting him.” ~ Makes me think about the things we have not shared with our parents just so we don’t hurt their feelings.

Mia and Max made Efrén feel like he matters. **Our students who are having to help out at home with siblings need to know that what they are doing is a wonderful thing. How do we validate the sacrifice our students are doing by helping families with translating, cleaning, babysitting, cooking, working, etc.?**

Chapter 16:

¡Ya cruzó! “She crossed” ~ **Share picture books, YA, MG books, or resources that shed light on the immigration topic.**

We love how the community came together with food and support when they found out Efrén’s Ama was coming from Mexico and the support meant a lot for his family. **What event can we plan to have families engage with one another and create strong relationships so they feel supported by their own community and people?**

Chapter 18:

In chapter 18 we see racist acts against Efrén for being Mexican. ~ **How do we address microaggression in classrooms, schools, and communities?**



Chapter 19:

Efrén asked his best friend “You really think I can make a difference?” He needed to hear from who he trusted the most how he CAN make a difference just being who he is.

How do we validate our students’ potential and make sure we stretch them to their highest potential to make a difference in the community?

“I can start a campaign to educate parents. Let them understand their rights.” **How do we get students to validate their experiences and backgrounds and use them as core to make a difference in their families, schools, communities, and society?**

“The time had come for him to BE the change he wanted to see.”

How do we make students enquire about what’s going on around their world and see what they can be the change they want to see in the problems?