Overview
In this lesson, students consider one family’s decisions concerning immigrating to the U.S. They also analyze their own family’s decisions.

Activities

DAY ONE

1. Schema Building
   Present the following photo to students and ask the following questions:
   • Who do you see in the picture?
   • What do you think are their relationships to each other?
   • Where do you think they are? What country?
   • What do you notice about this family?

   2. Invite students to read the following paragraph.
   Eugenia’s husband left some 8 years ago and has never been back. Initially he sent money and called often. But after a little while, he stopped sending money, and the calls became sporadic. In the years following, her sons have left one by one, the first one in search of his Dad. Eugenia has tried to make a new life for herself and her two daughters, learning how to cultivate cactus and make cactus products like soap and jam that she sells in local markets. As her teenage daughter Maricruz talks more and more about going to the U.S., Eugenia worries how she will keep what little family she has left together.

   Source: http://www.sidestreetfilms.com

   Working in groups of 3-4, ask students to discuss these questions:
   • Why do you think Eugenia’s husband left his home country?
   • Why do you think her husband stopped calling and sending money?
   • Why do you think the sons left for the United States?
   • Is it a good idea for Maricruz to follow her brothers and father to the U.S.?

   Have student groups report their answers to the class.
   OPTIONAL: Show a clip from the film Letters from the Other Side.
3. **Dialogues**
   Ask students to work in pairs and choose one of the following options. They should then write a dialogue on one of them:
   • A conversation between Eugenia and her husband
   • A conversation between Eugenia and her daughter Maricruz
   • A conversation between the father and one of the sons
   • A conversation between Eugenia and one of the sons who now lives in the U.S.
   • Other

   Before beginning the dialogues, have the class brainstorm the possible topics. Possible responses:
   • Expectations of life in the United States
   • Disappointments about life in the United States
   • Comparisons of life in the U.S. versus life in the family’s home country
   • Reasons to go to the U.S.
   • Reasons to remain in their home country
   • Explanations of the silence between family members

   Have students finish their dialogues outside of class and practice them for presentation during the next class period.

**DAY TWO**

1. **Presentations**
   Invite student pairs to present their dialogues to the class. During and after each presentation, ask the class to summarize the themes and topics discussed using the following chart:

<table>
<thead>
<tr>
<th>Students' names</th>
<th>Family member</th>
<th>Family member</th>
<th>Topics discussed</th>
<th>Themes discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Cora and Ann</td>
<td>Example: Eugenia</td>
<td>Example: Eugenia's daughter Maricruz</td>
<td>Example: To stay home or to leave for the U.S.</td>
<td>Example: Family loyalty</td>
</tr>
</tbody>
</table>

2. **Homework Assignment**
   Ask students to write how their family’s experience or the experience of someone they know is the same or different than Eugenia’s family’s experience.

**DAY THREE**

1. **Read around**
   Have students in triads read their partners’ writing assignments, noting the similarities and differences among their experiences.

2. **Teacher invites volunteers to report on their partners’ experiences.**