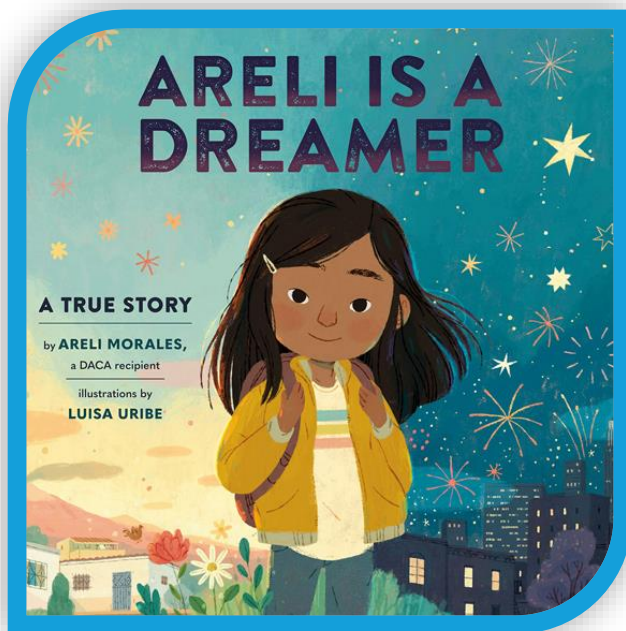




Book of the Month

Presented by ADL's Education Department

About the Book of the Month Parent/Family Discussion Guide: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For parents, guardians and family members, reading the books listed on this site with your children and integrating the concepts into your interactions with them is an excellent way to help children grapple with and learn about these important principles.



Areli is a Dreamer

Areli Morales (Author), Luisa Uribe (Illustrator)

ISBN: 978-1984893994

Publisher: Random House Studio

Year Published: 2021

Age Range: 4–8

Book Themes

People Who Are Immigrants, Anti-Immigrant Bias, DACA/Dreamers, Teasing, Family, Welcoming Others

About the Book

When Areli was just a baby, her mama and papa moved from Mexico to New York with her brother, Alex, to make a better life for the family—and when she was in kindergarten, they sent for her, too. Everything in New York was different. Gone were the Saturdays at Abuela's house, filled with cousins and sunshine. Instead, things were busy and fast and noisy. Areli's limited English came out wrong, and schoolmates accused her of being "illegal." But with time, America became her home. And she saw it as a land of opportunity, where millions of immigrants who came before her paved their own paths. She knew she would, too. This is a story that resonates with millions of people who are immigrants--about one girl living in two worlds, a girl whose DACA application was eventually approved and who is now living her American dream. A Spanish-language edition, [Areli Es Una Dreamer](#), is also available.

Conversation Starters

Whether you read the book along with your child or your child reads it on their own and you discuss it later, use these open-ended questions to deepen the conversation. Remember not to judge their responses and to listen thoughtfully and engage in a conversation that helps them expand upon their understanding of the book and its themes.

- What happens in the story?
- What was it like for Areli at her Abuela's house in Mexico? Why did she have to wait before she could go to New York and live with her brother and parents?
- In what ways was Areli's life different when she comes to New York? What was positive and what was difficult?
- What happens to Areli when she goes to school in New York?
- How do the other kids treat her? How does she feel and what does she do?
- Have you ever seen or experienced teasing like this? How could have students responded differently? What would you do?
- What does Areli realize when she goes on a field trip to Ellis Island?
- How did you feel when the book ends?
- Why do you think the author wrote this book?
- What is the message of the book?

Talking Points

Below are some important considerations that will make this a learning opportunity for your child and your family.

1. People Who are Immigrants

Engage your child in a discussion what it means to be an immigrant, undocumented and a “dreamer.” Together read the “Author’s Note” in the front of the book (page 3) that shares information about the author’s (Areli Morales) immigration story as well as what the terms Dreamers and DACA (Deferred Action for Childhood Arrivals) mean. Ask your child what they learned about immigration from the book and share an immigration story you know (could be your own family’s, but not necessarily).

Explain that **immigration** is the process of coming into a non-native or foreign country to live. You can share that there are many people (40 million) who live in the U.S. were born in another country and that the U.S. has more immigrants than any other country in the world. You can also share that people who are undocumented immigrants were born in another country and came to the U.S. without the legal papers to do so. In many cases, people have had to flee their home countries because of extreme poverty, danger or wanting to be with their families in the U.S. (like Areli in the story). Some enter the country legally as tourists, students or temporary workers and become undocumented when their papers expire. Many have lived in the U.S. for a long time, have families here and feel like citizens. “Dreamers” refers to young people like Areli, who are undocumented immigrants who were brought to the U.S. as children, who have lived and gone to school in the U.S. and identify as American. The term “dreamers” also means that people who are immigrants have dreams for their future and that’s part of their immigration stories. You can talk with them about their dreams for the future and share that people often immigrate (or leave their homes to go elsewhere)

because they have dreams for themselves that they may not be able to pursue in their original country/home.

2. Anti-Immigrant Bias and Acting as an Ally

Talk to your child about the anti-immigrant bias that Areli faces in school. Elicit/explain a definition of **bias** as a preference either for or against an individual or group that affects fair judgment. Talk to your child about the bias that Areli faces at school (e.g., teasing, name-calling, calling her “illegal”). Talk about how she felt when this happened and whether anyone did anything to help. Share that when people face bias or bullying, others can act as an ally to help or support the person targeted. Explain that ally behavior is someone who helps or stands up for someone who is being bullied or the target of bias. Elicit and talk about how when Areli faced this bias, her friends said, “don’t worry” and “they can’t hurt you” (in Spanish), which was a way for them to act as an ally by supporting her. However, it did still hurt Areli. Ask your child what else her friends, other students or adults in the class or school could have said or done to act as an ally to Areli. You can also elicit from them times they have witnessed, heard about or experienced bias and what and others did, if anything, to act as an ally. Share your own stories or situations where you acted as an ally or someone acted as an ally to you. Share the variety of ways one can act as an ally using [6 Ways to be an Ally](#) and explore ways that they can act as an ally in the future.

3. Helping Other Feel Included and Welcomed

Talk with your child about how when a person is new to a school, community or group as Areli was, there are ways we can help them feel included, respected and welcomed. Elicit that not only did some of Areli’s classmates tease her and target her for anti-immigrant bias, but they did also not welcome and make her feel included as a new student to the class. Explain that **welcoming** means treated in a friendly way when you are new or arrive somewhere, so that you feel included and accepted. Talk with your child about whether they have ever been to a school, community, group, or club, and whether anyone did something to help them feel welcomed. You can ask how they made others feel included and welcomed in those situations and share your own experiences as someone who welcomed others or was welcomed by others, encouraging your child to consider how to do that in the future.

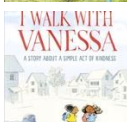
Other Books You May Like



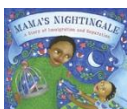
Dreamers by Yuyi Morales, www.adl.org/education/educator-resources/childrens-literature/dreamers



Each Kindness by Jacqueline Woodson, www.adl.org/education/educator-resources/childrens-literature/each-kindness



I Walk with Vanessa by Kerascoët, www.adl.org/education/educator-resources/childrens-literature/i-walk-with-vanessa



Mama's Nightingale by Edwidge Danticat, www.adl.org/education/educator-resources/childrens-literature/mamas-nightingale-a-story-of-immigration-and

ADL Additional Resources

The following are curriculum and resources on ally behavior, disability and ableism, and bullying/teasing.

Curriculum Resources

Identity-Based Bullying, www.adl.org/education/educator-resources/lesson-plans/identity-based-bullying.

Websites

6 Ways to Be an Ally

www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol

Some simple things a student can do to be an ally to targets of name-calling and bullying. (Also in Spanish.)

Challenging Biased Language

www.adl.org/education/resources/tools-and-strategies/challenging-biased-language

On a daily basis people hear and sometimes use words and phrases that demean or ridicule. This resource provides some strategies for responding.

Education Resources on Immigration, Immigrants and Anti-Immigrant Bias

www.adl.org/education/resources/tools-and-strategies/education-resources-on-immigration-immigrants-and-anti

A collection of education resources for educators, parents and families on immigration, immigrants and anti-immigrant bias.

The Question Corner: Early Childhood FAQs

www.adl.org/education/resources/tools-and-strategies/question-corner

A collection of answers to frequently asked questions about anti-bias issues faced by early childhood professionals and family members interested in promoting respect for diversity among young children. See "[How Do I Respond to Children's Bias?](#)"

Table Talk: Family Conversations about Current Events

www.adl.org/education/resources/tools-and-strategies/table-talk

Provides the tools parents and family members need to engage their families in conversations about important news stories and other timely discussions about societal and world events. Includes discussion guides containing a topic summary, questions to start the conversation and dig deeper, ideas for taking action and additional resources. See "[What is DACA and Who are the Dreamers?](#)" and "[What Bullying Is and Is Not.](#)"

Parent, Family and Caregiver Resources

www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources

Strategies, tips, guiding principles and resources to help parents, family members and caregivers impart values and principles to the children in their lives.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

People, Identity & Culture: Immigrants, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[207\]=207](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[207]=207)

Bullying Awareness & Prevention, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-2=1&tid\[165\]=165&tid\[166\]=166&tid\[167\]=167&tid\[168\]=168&tid\[169\]=169](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-2=1&tid[165]=165&tid[166]=166&tid[167]=167&tid[168]=168&tid[169]=169)