

Migration is a Human Right

Text Set compiled by Shara Guarnaccia

This text set considers the question of what it means to think about migration as a human right, as defined by the Universal Declaration of Human Rights. It explores this idea through the five guiding questions below. The resources in this text set are intended for use in an upper elementary classroom. There are resources in English and some in Spanish.

Guiding Questions:

- What are human rights?
- What is our right to stay?
- What is our right to leave?
- What is our right to return?
- What is our right to imagine or create?

This bibliography is organized by type of resource and in the same order that resources appear on the [padlet](#).

Resources about the Declaration of Human Rights

United Nations. (1948, December 10). *Universal declaration of human rights*. Universal Declaration of Human Rights. <https://www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf>

This is the official Universal Declaration of Human Rights published by the UN. This includes the preamble and all 30 articles. We will focus on Articles 3, 6, 13 and 14.

United Nations. (1948, December 10). *Declaración universal de derechos humanos*. Universal Declaration of Human Rights - Spanish (Español). <https://www.ohchr.org/en/human-rights/universal-declaration/translations/spanish>

Esta es la Declaración Universal de Derechos Humanos oficial publicada por la ONU. Incluye el preámbulo y los 30 artículos. Nos centraremos en los artículos 3, 6, 13 y 14.

Youth for Human Rights International. (2009). *Universal declaration of human rights - Abridged for youth*. Youth for Human Rights. https://files.ondemandhosting.info/data/www.youthforhumanrights.org/files/YHRI_declarati-on-human-rights-abridged.pdf

This version of the Universal Declaration of Human Rights uses kid friendly language for the rights and descriptions.

Amnesty International. (2008). *We are all born free: The universal declaration of human rights in pictures*. F. Lincoln Children's in association with Amnesty International.

This book includes kid friendly language and illustrations for each Article. Each Article is illustrated by a different artist or illustrator.

The Museum of Australian Democracy. (2018). *The #UDHRquilt project: Crativism, quilts and human rights*. UDHR Quilts. <https://quilts.moadoph.gov.au/>

The #UDHRquilt Project is a collaborative crafting project to document the articles of the UDHR. It uses craft as a "tool and strategy" to celebrate and raise awareness around the UDHR. There are currently 4 quilts.

United Nations, & Ait Kaci, Y. (2015). *Universal Declaration of Human Rights - Illustrated*.

United Nations. Retrieved from <https://www.un.org/en/udhrbook/#3>.

This illustrated version of the UDHR includes the exact language from the Declaration and illustrations by Yacine Ait Kaci.

United Nations, & Ait Kaci, Y. (2015). *Declaración universal de derechos humanos - Ilustrada*.

United Nations. Retrieved from <https://www.un.org/es/udhrbook/>.

Esta versión ilustrada de la DUDH incluye el lenguaje exacto de la Declaración e ilustraciones de Yacine Ait Kaci.

Berta, Benedetti. (2015). *What are universal human rights? TedEd*. Retrieved July 21, 2023, from <https://youtu.be/nDgIVseTkuE>.

In this 5 minute TedTalk with Benedetta Berti, she explains the history of the UDHR, the UN, and challenges in enforcing the UDHR. Parts could be shown to children ages 8+ and it provides helpful background for teachers.

Comisión Nacional de los Derechos Humanos (CNDH). (2019). *Declaración Universal de Derechos Humanos*. Retrieved July 21, 2023, from <https://youtu.be/zDovXhK-sU>.

Resumen de la DUDH para celebrar el Día de los Derechos Humanos. Realizado por la Comisión Nacional de Derechos Humanos de México.

Picture Books

Recio, S., & McCarthy, B. (2020). *If Dominican were a color*. Simon & Schuster Books for Young Readers.

A picture book written in verse about the beauty of the people and things in the Dominican Republic. Focuses on the beauty of blackness.

Reynoso-Morris, A., & Rahman, M. (2023). *Plátanos are Love*. Simon & Schuster.

A family story picture book written in Spanglish about the meaning and cultural history of plantains.

Láinez, C. R., & Ramírez, G. F. (2009). *René has two last names*. Piñata Books.

A bilingual book about a boy with two last names whose school only uses one name. He is from El Salvador and a family tree project lets him explain the importance of both names to his classmates.

Ho, J., & Le, K. (2023). *Say my name*. Harper, an imprint of HarperCollins Publishers.

A book in verse about the importance and beauty of saying names correctly. There is a series of poems about specific children and their names.

González, K. N., Quiles, K., & Ortiz, A. (2022). *Los coquíes aún cantan*. Roaring Brook Press.

Un libro sobre el Huracán María y una familia que queda. Ellos reconstruyen su casa y la comunidad.

Genhart, M., & Parra, J. (2023). *Spanish is the language of my family*. Neal Porter Books.

A picture book about the history of the National Spanish Spelling Bee, the history of English only in school and the value of Spanish as a heritage language. Uses Spanglish throughout and highlights many empowering words.

Kim, P., & Sánchez, S. (2015). *Here I am*. Picture Window Books.

A wordless picture book about leaving your home, traveling to a new place, and the challenge of building a new life there.

Redondo, G. & Wimmer, S. (2020). *The day Saida arrived*. Blue Dot Kids Press.

A picture book about learning English. Whimsical illustrations with lots of words incorporated into the images.

Vo, Y. (2022) *Gibberish*. Levine Querido.

A picture book about learning English. The powerful images show how the words start to make sense.

Danticat, E., & Staub, L. (2015). *Mama's nightingale: A story of immigration and separation*.

Dial Books

A story about a young girl, Saya, whose mother is in an immigration detention center. The mother sends Saya oral stories and she writes a letter to try and help her mom. A story about the power of children, story and the human cost of immigration policy.

Morales, Y. (2018) *Dreamers*. Neal Porter Books.

A picture book about a mom and daughter who walk across the border and find refuge and hope in the library and books.

Díaz, J. & Espinosa, L. (2018) *Islandborn*. Oneworld Publications.

A picture book about a class of students from different countries who have to draw about where they are from. The main character is from the Dominican Republic, but doesn't remember the island so she learns about it from her community and family.

Basil, K., & Borràs, L. (2019). *A sky without lines*. minedition.

A picture book about the arbitrariness of lines on a map made to separate people. A family is divided between countries and the boy dreams of connecting with his family.

Chapter Books

Muñoz Ryan, P. (2002). *Esperanza rising*. Scholastic.

This is a middle grade historical fiction novel that explores the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s, who is forced to flee to California and must rise above her difficult circumstances.

Jiménez, F. (1997). *The circuit*. University of New Mexico Press.

A collection of 12 short stories about a boy and his family's journey to establish a new life in the US in 1947 after migrating from Mexico.

Alvarez, J. (2001-2011). *The Tia Lola stories*. Yearling.

A middle grade series about a boy who immigrated to Vermont from the Dominican Republic. The books explore the different stages of building a life in a new country and changing family dynamics.

Randall, J. (2022-2023). *Pilar Ramirez duology*. Henry Holt and Company.

This duology of middle grade chapter books is the story of a girl from Chicago who has to face adversity and adventure in the Dominican Republic and Zafa, a magical island. These books bring myths and legends to life in their action packed stories. Written in Spanglish.

Garcia McCall, G. (2018). *All the stars denied*. Lee & Low Books.

A historical fiction about a girl and her family who are deported, despite being US citizens, during the Repatriation in the 1930s.

Caplan, B., & Weinersmith, Z. (2019). *Open borders: The science and ethics of immigration*. First Second.

A graphic nonfiction that makes the case, based on an economic argument and extensive research, for opening all borders.

Digital Resources

Define American. (2017). *Sophie Cruz at the Women's March on Washington*. Define American.

Retrieved July 21, 2023, from <https://www.youtube.com/watch?v=qPa464CEbuE>.

Sophie Cruz, age 6, spoke at the Women's March in 2017 with her undocumented parents. A bilingual call for action and resistance: "We are here together making a chain of love to protect our families. Let us fight with love, faith and courage so our families will not be destroyed!"

Museo de la Palabra y la Imagen. (2010, November). *Carta del Norte*. ISSUU.

https://issuu.com/mupi/docs/carta_del_norte

Carta de un padre a su hijo en la que explica su decisión de emigrar y describe su viaje. También se incluyen recursos adicionales para el profesor y planes de clase.

McCollum, S. (2013). *Julia moves to the United States*. Learning for Justice.

[https://www.learningforjustice.org/classroom-resources/texts/julia-moves-to-the-united-state](https://www.learningforjustice.org/classroom-resources/texts/julia-moves-to-the-united-states)
[s](#)

A short text, also available as audio, that asks students to imagine being an immigrant and tells the story of author Julia Alvarez.

Visual and Performing Arts

Maravilla, G. (2021). *I crossed the border retablo*.

Maravilla, G. (2019). *Mariposa relampago*.

Guadalupe Maravilla is a transdisciplinary artist. He came to the US by himself from El Salvador at the age of 8 to escape the Civil War. His work traces his migration and the displacement of other people.

Appolon, J. (2019). *Vwayaj*.

Vwayaj is an interdisciplinary production that considers immigration from a specifically Haitian perspective and speaks to universal themes. The Jean Appolon Expressions dance company partnered with Edwidge Danticat, Val Jeanty and the community to collect and incorporate oral histories into the performance.