



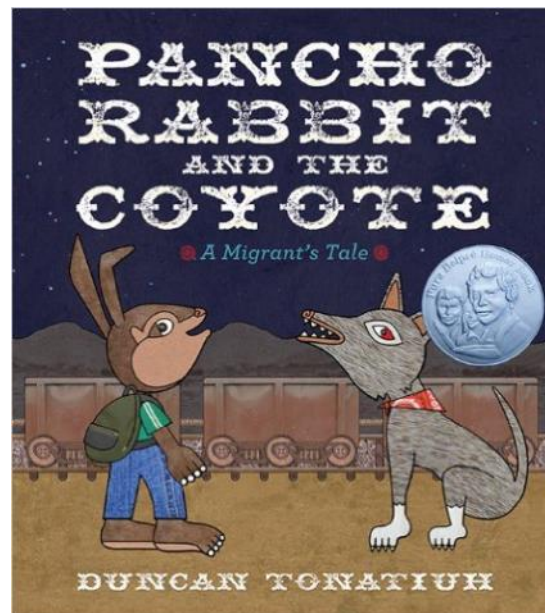
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Lesson Plan for Grade 1-4

Pancho Rabbit and the Coyote: A Migrant's Tale By Duncan Tonatiuh



Summary: In this allegorical picture book, a young rabbit named Pancho eagerly awaits his Papa's return. Papa Rabbit traveled north two years ago to find work in the great carrot and lettuce fields to earn money for his family. When Papa does not return, Pancho sets out to find him. He packs Papa's favorite meal—mole, rice and beans, a heap of warm tortillas, and a jug of aguamiel—and heads north. He meets a coyote, who offers to help Pancho in exchange for some of Papa's food. They travel together until the food is gone and the coyote decides he is still hungry . . . for Pancho! Duncan Tonatiuh brings to light the hardship and struggles faced by thousands of families who seek to make better lives for themselves and their children by illegally crossing the border.

Pre-Reading: The following activities should be done before reading *Pancho Rabbit and the Coyote* in order to build interest and activate student background knowledge about immigration.

Activity 1:

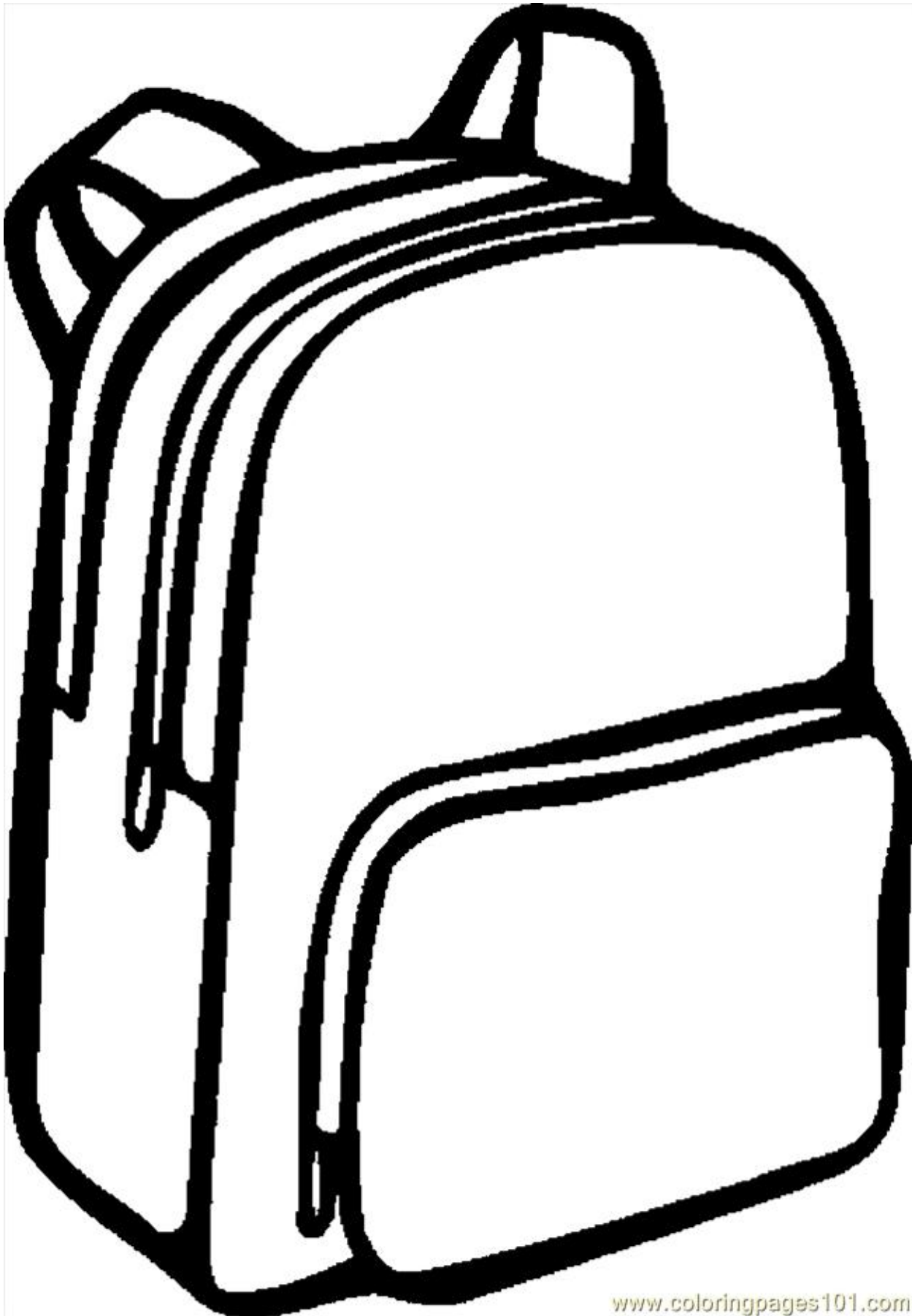
1. The teacher introduces the lesson by saying that every year, thousands of people move to the United States from countries throughout the entire world. They leave these countries to come to the United States for many different reasons. These people are called **immigrants**. Maybe you and your family came from another country to Newark.
2. On a piece of paper, write “Why do people immigrate to the United States?” The teacher will call on students and write their responses on the sheet of paper. Some students might be called to come up to the board and write their responses themselves. The teacher can prompt students to think of reasons such as **family, work, and education**.
3. Once the list is complete, the teacher will tell students that they will be reading a book called *Pancho Rabbit and the Coyote* by Duncan Tonatiuh. In the story, Pancho Rabbit leaves Mexico for the United States. Allow students to examine the cover and point out Pancho and the Coyote. Have students start to think about the relationship between Pancho and the Coyote.
4. The teacher will have students make a prediction: Why do you think Pancho Rabbit wants to leave his country? How do you think he will get there? Allow students to explore various reasons why Pancho would want to travel to the United States and how he might do so. Don’t say whether any of the predictions are right or wrong until students see what happens in the story.

Guided Reading: The following questions and themes should be emphasized while reading *Pancho Rabbit and the Coyote*.

1. Why does Papa Rabbit **immigrate** north? Is his reason similar to any of the ones we came up with in our list? (Give students time to look back over the pre-reading list they created.)
2. Stop and point out the words in Spanish such as *fiesta, rancho, and aguamiel*. Allow any students who know Spanish to share what they mean with the class.
3. Ask students to continuously predict what happened to Papa. Why didn’t he come home when Pancho thought he would?
4. Should Pancho trust the Coyote? Every time Pancho gives the coyote some of his food, ask students if he made the right decision.
5. Why does Papa Rabbit want to go back North? Should he go again or is it too dangerous? Is it worth the risk?

Post-Reading: The following activity will be done after the teacher finishes reading *Pancho Rabbit and the Coyote*. This activity will serve to reinforce the theme of immigration in the story.

1. The teacher will say: "When Pancho Rabbit went looking for his father in the North, he only could take his backpack with him. He took with him mole, rice and beans, tortillas, and aguamiel. Many immigrants may only be able to bring a small amount of their possessions with them when they travel. If you were immigrating to a new country and could only bring five items, what would you take with you?"
2. Hand out the empty backpack sheets and crayons. Explain that students will draw the five items that they would take with them if they were immigrating to a new country. Emphasize that since they only are allowed to take five items, they must think carefully about what they will choose to bring. While students work, walk around the room and ask them why those items would be important to them.
3. When students are finished, they are to fill out the back of the sheet in which they write the names of the five items and why they are taking them.
4. Before class is over, allow students to come to the front of the room and share one of the items they would take with them. Have each student who presents explain why they chose to take that item.



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