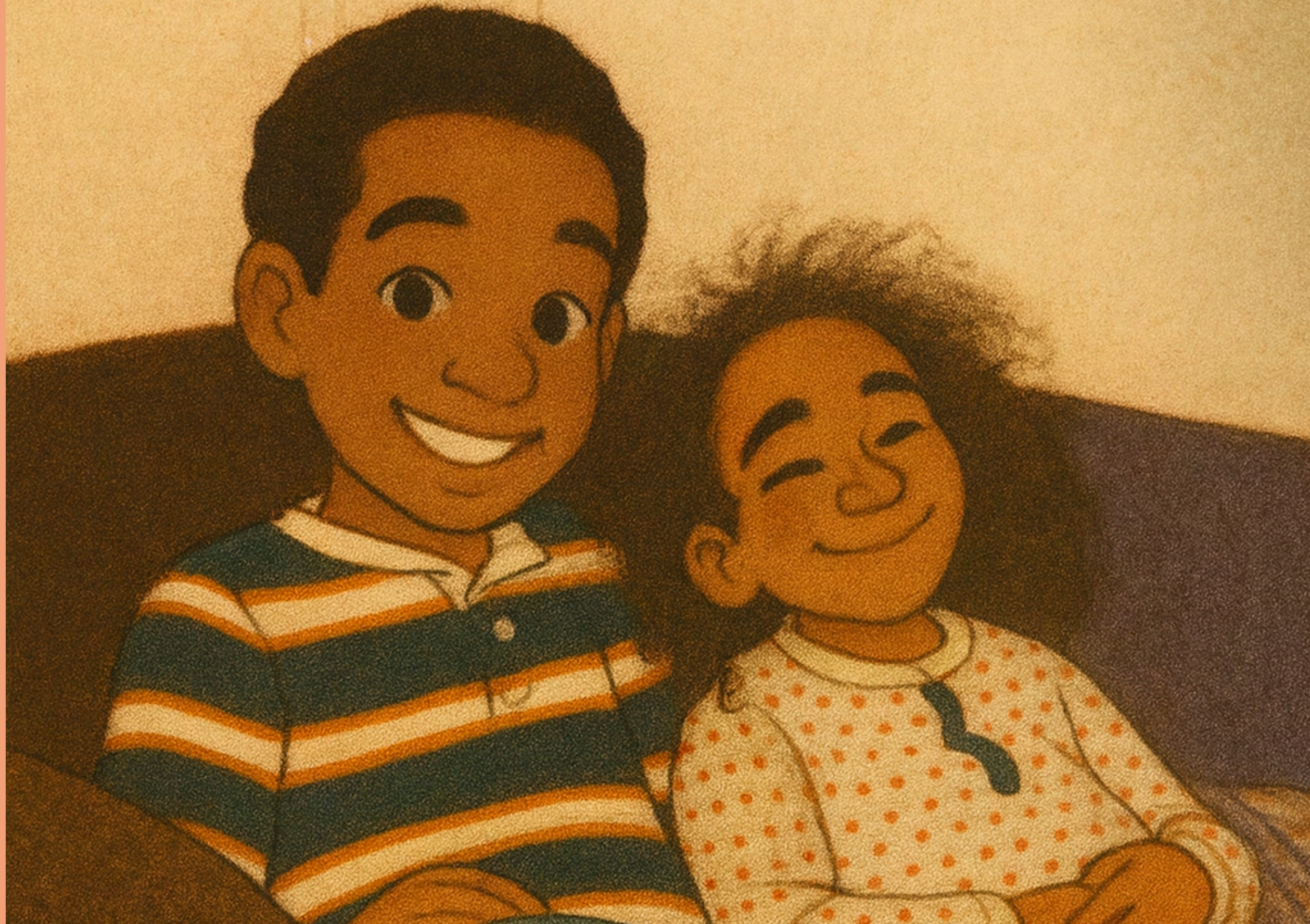


# **DUAL CITIZEN**

**DIRECTED BY RACHELLE SALNAVE**



## **DUAL CITIZEN K-5 Curriculum**

Through a father-daughter journey featured  
in the film, teachers can:  
Facilitate discussions about family roots,  
cultural pride, and migration stories.



## Essential Question:

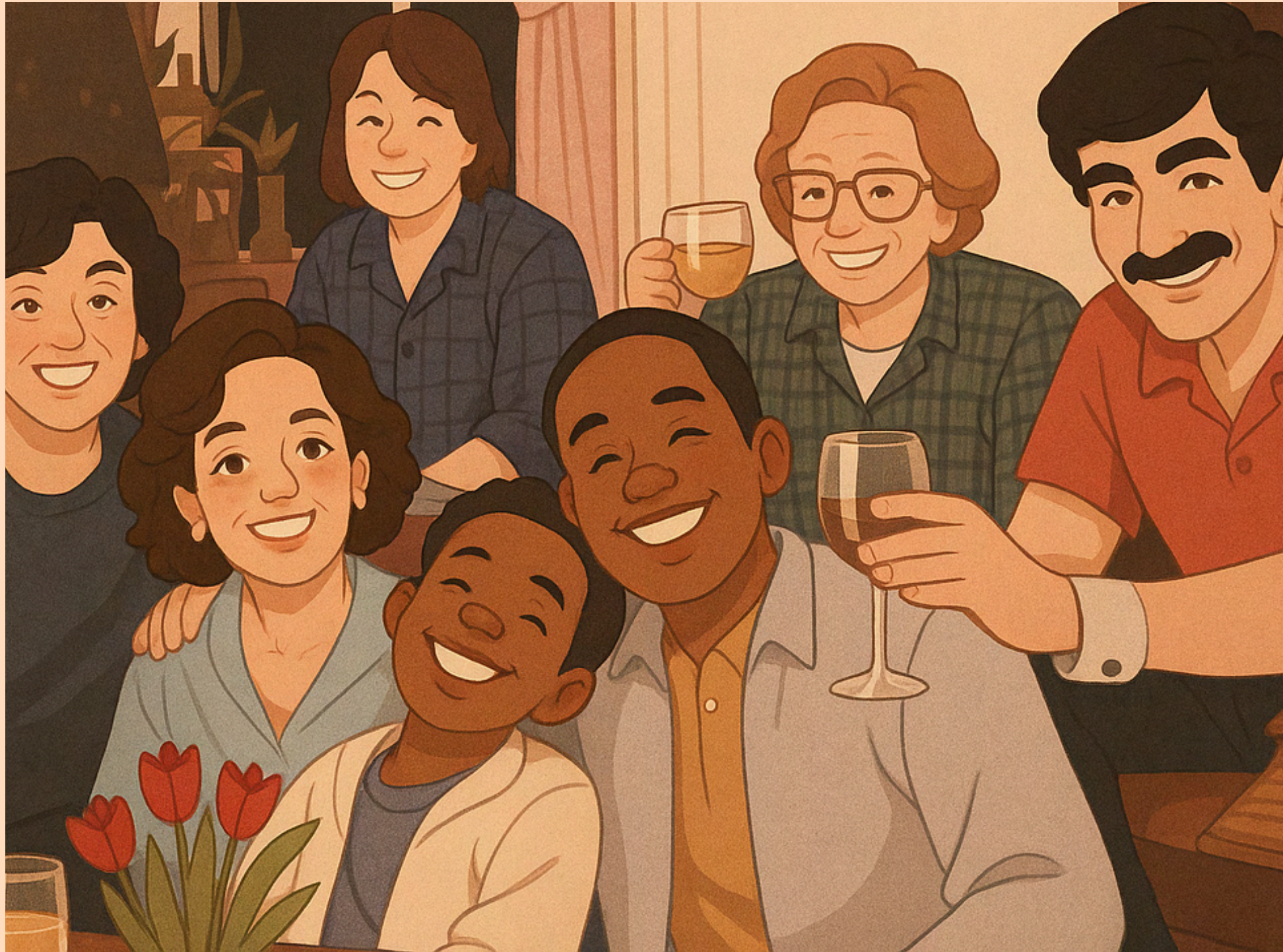
**What does it mean to belong to more than one place, culture, or nation—and how do family dynamics shape a child’s identity and beliefs?**

**This K-5 curriculum uses the documentary *Dual Citizen* to guide students in exploring family, heritage, identity, and belonging in ways suited to their learning level.**

**Through the father–daughter journey featured in the film, teachers can:**

- Facilitate discussions about family roots, cultural pride, and migration stories.**
- Introduce students to the concept of dual identity in simple, relatable terms.**
- Encourage students to reflect on how family expectations and personal experiences shape who they are.**
- Guide students in developing respectful dialogue skills, even when perspectives differ across generations.**

**This approach invites young learners to celebrate their heritage while beginning to think about identity, diversity, and belonging in age–appropriate ways.**



# Focus:

- **Explore how family traditions and cultural heritage shape who we are.**
- **Learn ways to respect elders while encouraging children's independence.**
- **Understand how different generations view topics like family, migration, and belonging.**

# Classroom Flow: From Start to Reflection

**Start Together:** A circle time question about family or belonging.

**Watch & Learn:** Short clips from *Dual Citizen* to spark discussion.

**Create:** Art, writing, or projects about who we are and where we come from.

**Family Connection:** Share or collect stories from parents or grandparents.

**Reflect & Close:** End with a short discussion about what we learned.





# For k-5 Suggested Pacing

## Day 1:

**Opening Circle** – Introduce the essential question: “What does it mean to belong?”

**Activity: “My Family Tree”** – Students create family trees using drawings, photos, or symbols.

## Day 2:

**Watch short film clips (2–3 mins) from Dual Citizen.**

**Activity: Drawing feelings** – Students draw how Rachelle feels when talking about Haiti.

## Day 3:

**Storytime: Read Dreamers by Yuyi Morales.**

**Discussion: Talk about how families bring traditions with them when they move.**

## Day 4:

**Classroom “Map Walk”** – Students mark their families’ origins on a large world map.

**Sharing: Each student shares one fun fact or story about their marked place.**

## Day 5:

**Reflection Circle** – Discuss what they learned about identity and family.

**Gallery Walk: Showcase student work (family trees, maps, and drawings) on a “Belonging Wall.”**

# My Family Tree

## Activity:

- Students make their own family tree using drawings, photos, or symbols.

## Purpose:

- Learn about family roots.
- Celebrate different kinds of families and cultures.

## How:

- Use a blank tree template.
- Add names, pictures, or symbols (flags, foods, hobbies).
- Share with the class to build a "Classroom Roots Wall."





# Film Clip & Drawing Feelings

## Activity:

- Watch short, animated clips from *Dual Citizen*. Students draw how Rachelle feels when she talks about Haiti.

## Purpose:

- Helps students connect feelings to storytelling
- Builds empathy and understanding of cultural pride





# Storytime with Dreamers

## Activity:

- Read "Dreamers" by Yuyi Morales.
- Discuss how families bring traditions when they move to new places.

## Purpose:

- Introduces migration in a gentle, kid-friendly way.
- Connects books to real-life family stories.

# Classroom "Map Walk"

## Activity:

- Place a large world map in the classroom.
- Students pin or mark where their families come from.

## Purpose:

- Builds geography skills and celebrates diversity.
- Creates a visual "Our Class Roots Map."

## MAP WALK

Place marks on a map to show where your family comes from.



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