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Daniel's Journey in First Grade / El Viaje de Daniel en primer Grado

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SENIOR THESIS APPROVAL

This Honors thesis entitled

*Daniel's Journey in First Grade/
El Viaje de Daniel en primer Grado*

written by

Hannah Elisabeth Gallagher

and submitted in partial fulfillment of
the requirements for completion of
the Carl Goodson Honors Program
meets the criteria for acceptance
and has been approved by the undersigned readers.

, thesis director

, second reader

, third reader

Dr. Barbara Pemberton, Honors Program director

Date
April 27th, 2020

Dedication

This thesis was truly written in the embrace of community.

Consequently, I would like to dedicate this work to my
greatest cheerleaders and challengers.

To my family (Dad, Mom, Grace, Ethan, and Jude) who
always reminds me to stay focused in excellence and
perseverance. Thanks for keeping me going!

To my professors and mentors; Mr. Donnie Copeland, Dr.
Raouf Halaby, Dr. Amy Sonheim, and Mrs. Sharon Cosh,
who all encouraged and challenged me along the journey.

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Daniel's Journey In First Grade/ El Viaje de Daniel En Primer Grado

The Process of the Journey

Inspiration

After growing up in a city, where I was privileged to observe a combination of cultures, I felt especially drawn to how children grow up in these environments, especially as it pertains to education. With this in mind, my thesis easily became a place for me to write and illustrate a bilingual children's picture book. This picture book is for children between the ages of five and eight years old and is written in the English and Spanish languages. I have focused the book specifically on circumstances that immigrant children from Central or South America might encounter, as they adjust to classroom life and cultural differences in the United States.

Immigration is one of the greatest journeys and struggles for a child to live through. For children, whose parents or grandparents immigrated, they must learn to balance the two cultures that they know. One way that children accomplish this and make sense of their world is through art and literature. This is where picture books contribute immensely. Because picture books are interactive, a child is able to process information from the art and the words at their own pace. Being able to do this is especially vital for immigrant children, who are learning within the contexts and environments of more than one culture.

Interviews

Before I started writing my picture book, I interviewed several anonymous immigrants or second-generation immigrants. There was one consistent theme throughout; a fear of the unknown. There was a level of uncertainty that each interviewee expressed, when it came to status, how they fit into culture, and how others view them. These broad concepts can be seen in reality with a simple name mispronunciation, an argument about food, or a snide, derogatory

comment about someone's family or culture. With these conversations fresh on my mind, I began drafting storylines and sketching potential character illustrations.

Drafts

As I began drafting, I encountered a few struggles that were direct results of my ignorance in writing for children. For most decisions I made, I did not know the answer until after deliberate research and thought on my part. Luckily, there were a few decisions that were easy to make. I always knew my main character would be a little boy, his name soon became Daniel, and various surnames were considered at different points in the process. After I had chosen how I would illustrate Daniel's character would look, I grew so attached to him that I struggled to write him into any uncomfortable situations. I simply wanted to give him a great day at school. However, I overcame this knowing that few lessons (and even fewer successful stories) are learnt without a bit of pain.

With this challenge overcome, the conclusion became my main struggle. I originally wanted to make a stronger connection between Daniel's journey and migrating animals, such as whales or hummingbirds. However, I learnt that sometimes an author's strongest skill is letting go of what she originally planned and letting the story progress as it makes most sense. As Daniel's story progressed, it became clear that the role of the animals needed to decrease. I have included one of my earliest conclusion outline drafts. The sample below shows five migrating animals, with which I wanted to conclude the story. However, they became more distracting than insightful to the focus of Daniel's story, so I retired a couple of them and reduced the roles of the rest.

I also learned how to write more clearly and concisely for a young audience. My original sentences were complexly written for college professors and not children between the ages of

five and eight. As I continued editing, I learned to write sentences that directly state the important information and leave the flowery language for another day. This allowed my illustrations and text to work together in a more cohesive way for the reader.

Sketches

Illustration proved to be an easier lesson to learn than I had anticipated. This aspect of my thesis was one of the most enjoyable and rewarding. I learned how to develop the story through my art. The pages became what could be read in between the lines. Expression of characters enhanced the story I was writing. I began using my illustrations to complete the direct sentences in the same way I would naturally tend to use flowery language. The following are a few sketches that I made with in my Procreate app on my Ipad. Most of these ended up in the final product, ranging from being drastically redone to lightly edited.



Daniel got on the bus, after waving good bye to his Abuelo.

"Adios, Abuelo!"

"Adios amigo."

Once Daniel's bus arrived at school, he walked down the loud, crowded hallway to his classroom. Daniel felt small.



Daniel wanted to explain that tamales are actually yummy and that his mom makes the best. Daniel looked around for anyone else who might know how wonderful tamales taste. But no one seemed to know what they were.

It was too late. Everyone was already laughing at his tamales. Instead, he ate them quietly.



A B C



When Daniel arrived at his classroom, he put his backpack on the hooks in lines along the wall. Then, he started looking for a place to sit.

Do you think it would be odd if blue whales migrated during the winter by flying in the sky, instead of gliding through the ocean?



Daniel was thankful for lunch time. Unfortunately, the lunchroom had its own troubles. After sitting down and opening his bag of tamales, a little girl named Trisha pointed at his lunch, scrunched her nose, and said,

"Oooh gross! Daniel eats weird food!"

Daniel's Journey in First Grade/El Viaje de Daniel en First Grado

El Viaje de Daniel

EN PRIMER GRADO

Daniel's Journey

IN FIRST GRADE



written and illustrated by Hannah Gallagher

Daniel waited at the bus stop with Abuelo. Today was his first day of first grade. He felt a little nervous.

“Don’t be nervous, Daniel. You are Daniel Rodriguez! You are on a great adventure. Your journey is just beginning!”



Daniel esperó en la parada de autobús con Abuelo. Hoy fue su primer día de primer grado. Se sintió un poco nervioso. “No te pongas nervioso, Daniel. Eres Daniel Rodriguez! Estás en una gran aventura. ¡Tu viaje apenas comienza!”



Daniel se despidió de Abuelo y se subió al autobús.

“Ok, gracias! Adios, Abuelo!

¡Adios, Daniel! ¡Diviértete y escucha a tu maestra!”





Daniel waved goodbye to Abuelo and climbed onto the bus.

“Adios Abuelo!”

“Adios Daniel! Have fun today and listen to your teacher!”

Soon, Daniel's bus arrived at school. He walked down the big hallway to his classroom. Daniel felt small, so he tried to remember what Abuelo said about him being on an adventure. Daniel decided that he would pretend to be on a journey all day. He pretended to be a brave knight as he walked to his classroom.

Pronto, el autobús de Daniel llegó a la escuela. Caminó por el gran pasillo hasta su salón de clases. Daniel se sintió pequeño, así que trató de recordar lo que dijo Abuelo sobre él en una aventura. Daniel decidió que fingiría estar de viaje todo el día. Fingió ser un valiente caballero mientras caminaba hacia su salón de clases.



Welcome
to School!



A

B

C



When he got to the classroom, he put his backpack on a hook, then
went and found a seat.

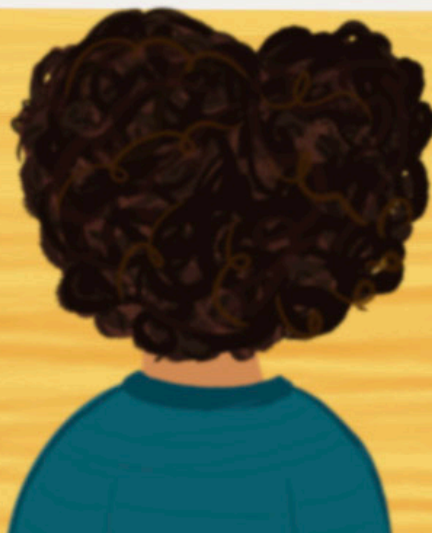
He found a desk with his name on it and sat there as he waited on
Mrs. Johnson to begin class.

Cuando llegó al aula, colocó su mochila en un gancho, luego fue
a buscar un asiento.

Encontró un escritorio con su nombre y se sentó allí mientras
esperaba a que la señora Johnson comenzara la clase.

Daniel did not like what happened next. Mrs. Johnson called roll. When she said Daniel's name, it sounded wrong. "Daniel Rodriguez" sounded like a different name, when Mrs. Johnson said it.

A Daniel no le gustó lo que sucedió después. La señora Johnson llamó al rollo. Cuando dijo el nombre de Daniel, sonó mal. "Daniel Rodríguez" sonaba como un nombre diferente, cuando la señora Johnson lo dijo.





Estaba un poco avergonzado, pero con un valor extra dijo: “En realidad suena más así, Dañiel Rodríguez”. Daniel tuvo cuidado de decirlo como su Abuelo.

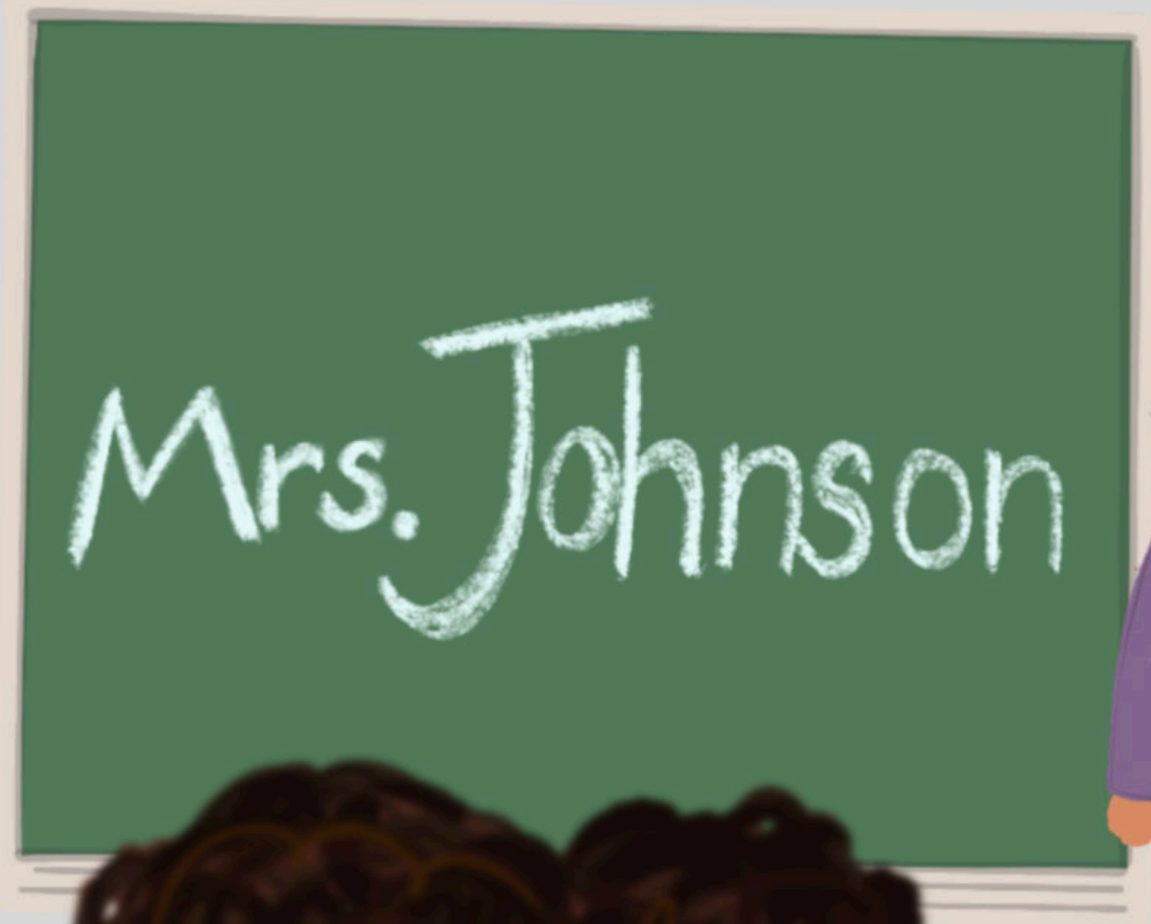
La señora Johnson también estaba avergonzada, pero repitió el nombre de Daniel de la forma en que lo había dicho. “Lo siento. Dañiel Rodriguez? ¿Eso está mejor?”

“Sí, señora Johnson. ¡Gracias!” Daniel estaba feliz de que la señora Johnson no estuviera enojada con él por decirle cómo decir su nombre correctamente.

He was a little embarrassed, but with extra bravery he had said “It actually sounds more like this, Dañiel Rodriguez.” Daniel was careful to say it like his Abuelo.

Mrs. Johnson was embarrassed too, but repeated Daniel’s name the way he had said it. “I’m sorry. Dañiel Rodriguez? Is that better?”

“Yes, Mrs. Johnson. Thank you!” Daniel was happy that Mrs. Johnson was not angry with him for telling her how to properly say his name.



Daniel had overcome his journey's very first challenge and the rest of the morning went smoothly. Daniel worked hard. Since he already knew so many words in Spanish and English, he had to be extra careful not to mix them up in class.

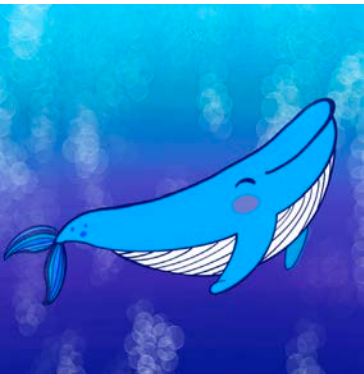
Daniel's favorite lesson was when the class learned about migrating animals in the American continents.

Daniel había superado el primer desafío de su viaje y el resto de la mañana transcurrió sin problemas. Daniel trabajó duro. Como ya sabía tantas palabras en español e inglés, tuvo que tener mucho cuidado de no mezclarlas en clase.

La lección favorita de Daniel fue cuando la clase aprendió sobre la migración de animales en los continentes americanos.

La Sra. Johnson le contó a la clase sobre los colibríes que vuelan cerca del suelo, y luego le enseñó sobre las ballenas azules que nadan, cuando cambian las estaciones. ¡Incluso las mariposas migran! Todos estos animales estaban en sus propios viajes, algo así como Daniel estaba en su viaje a la escuela. Pueden encontrarse con lugares difíciles en el camino, pero al final, llegan allí.

Mrs. Johnson told the class about hummingbirds that fly close to the ground. Then she taught the class about blue whales that swim, when the seasons change. Even butterflies migrate! All of these animals were on their own journeys, kind of like Daniel was on his journey at school. They might run into rough places along the way, but in the end, they get there.





Pronto llegó la hora del almuerzo. Lamentablemente, había otro desafío esperando a Daniel en la cafetería. Después de abrir su lonchera, Daniel sacó con entusiasmo sus tamales.

Soon it was lunchtime. Sadly, there was another challenge waiting for Daniel in the cafeteria. After opening his lunch box, Daniel excitedly got his tamales out.

Alguien del otro extremo de la mesa vio los tamales de Daniel y exclamó, “¡Ewwwww! ¡Bruto! ¡El almuerzo de Daniel parece asqueroso!”

Someone from the other end of the table saw Daniel’s tamales and exclaimed, “Ewwwww! Gross! Daniel’s lunch looks gross!”



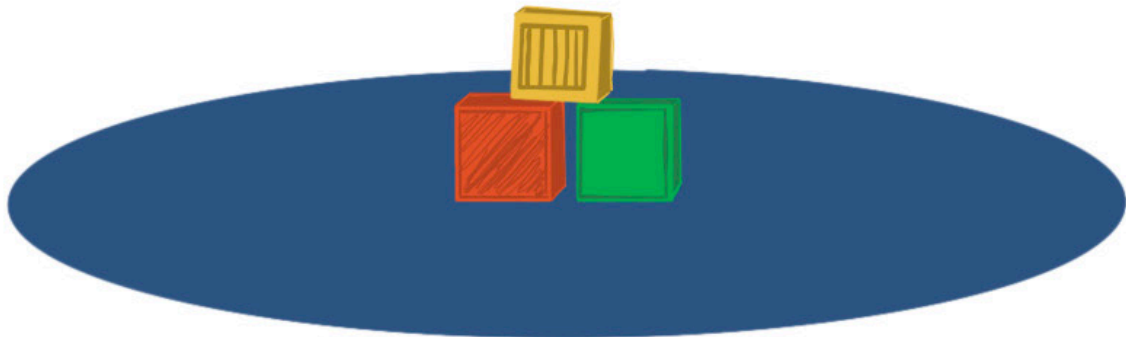
Daniel trató de explicar que los tamales son deliciosos, pero nadie le creyó. Entonces Daniel comió sus tamales solo. Los otros se rieron de él. Fue un alivio cuando terminó el almuerzo.

Daniel tried to explain that tamales are yummy, but no one believed him. So Daniel ate his tamales by himself. The others laughed at him.

It was a relief when lunch was over.



Después del almuerzo, la clase de Daniel eligió centros. Daniel jugó con los bloques. Hizo un nuevo amigo llamado Liam. Liam fue amable! Daniel le preguntó si le gustaban los tamales. Para sorpresa de Daniel, Liam le dijo que también le gustaban los tamales. Los dos decidieron que ambos tratarían de convencer a sus madres para que enviaran tamales nuevamente mañana. Pronto llegó el momento de irse a casa.



After lunch, Daniel's class chose centers. Daniel played with the blocks. He made a new friend named Liam. Liam was nice! Daniel asked him if he liked tamales. To Daniel's surprise, Liam told him that he liked tamales, too. The two decided that they would both try to convince their moms to send tamales again tomorrow. Soon it was time to go home.



Daniel estaba tan feliz que casi pudo olvidarse de los matones del almuerzo. Pero cuando volvió al autobús, pensó en su día y recordó las partes difíciles.

Daniel was so happy that he was almost able to forget about the bullies from lunch. But when he got back on the bus, he thought about his day and remembered the hard parts.





Cuando Daniel llegó a su parada de autobús, se sintió triste.

“¿Que tal tu día?” Preguntó Abuelo

Daniel dijo “está bien”.

“¿Que pasó?”

By the time Daniel got to his bus stop, he felt sad.

“How was your day?” Abuelo asked

“Okay,” Daniel said.

“What happened?”

Daniel le contó a Abuelo todo sobre su día. Le contó a Abuelo sobre las partes difíciles. Habló sobre la señora Johnson, la hora del almuerzo y Liam. Daniel pensó que tal vez ya debería comer tamales en la escuela. Abuelo escuchó pacientemente y Daniel supo que Abuelo lo entendía.

Daniel told Abuelo all about his day. He told Abuelo about the hard parts. He talked about Mrs. Johnson, lunchtime, and Liam. Daniel thought maybe he should eat tamales at school any more. Abuelo listened patiently and Daniel knew that Abuelo understood him.



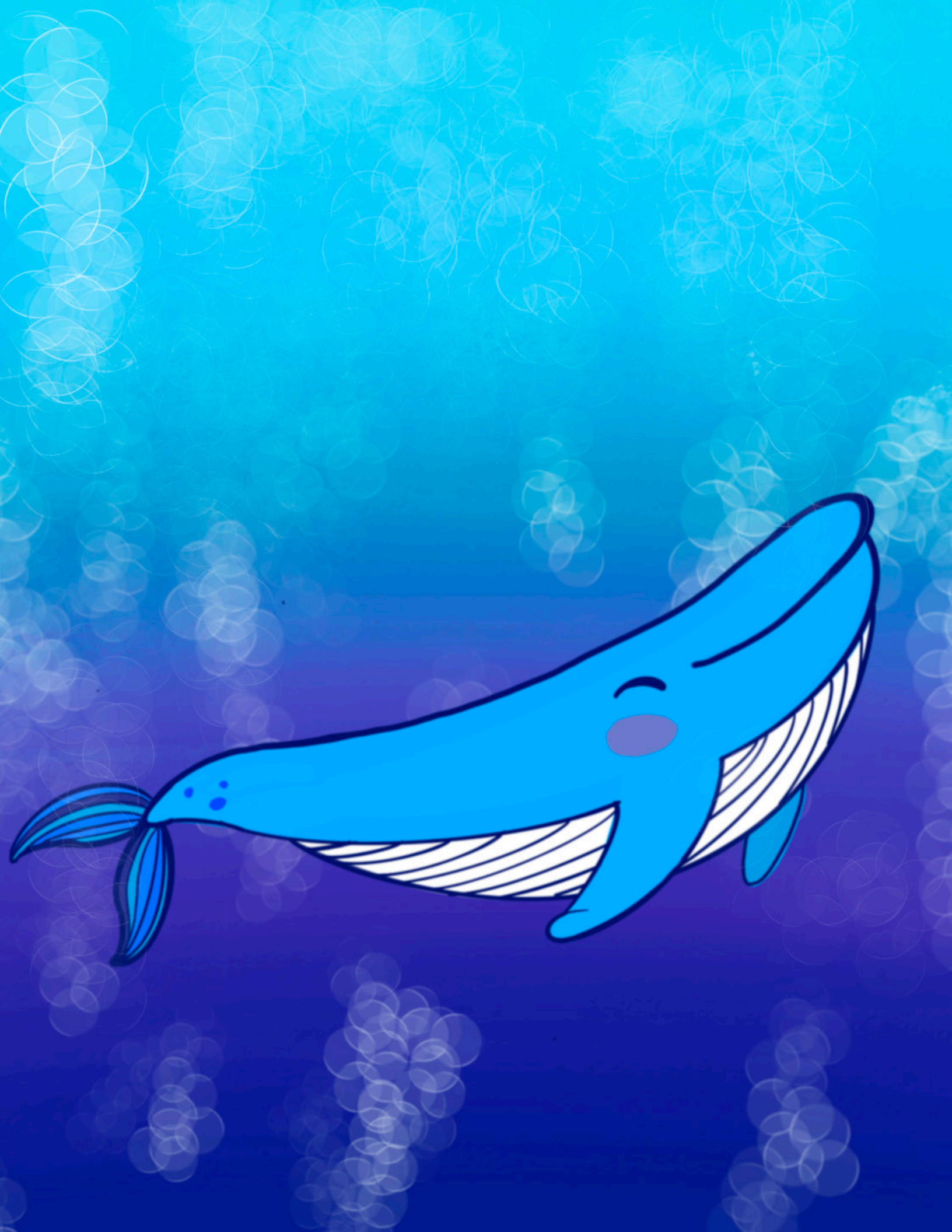
Abuelo dijo: “¡Mi amigo, eres tú y eso es suficiente! ¡Cómo sueñas y qué te gusta todo te hace, TÚ! Somos como los animales que aprendiste hoy. Estamos cada uno en un viaje. Algunos animales vuelan; otros nadan Todos somos diferentes.
¡Eres especial porque eres Daniel Rodríguez!

Abuelo said, “Mi amigo, you are you and that is enough! How you sound and what you like all make you, YOU! We are like the animals you learned about today. We’re each on a journey. Some animals fly; others swim. We are all different.
You are special because you are Daniel Rodriguez!



Si vuela como un pájaro, vuela!
Si nadas como un pez, ¡nada!

If you fly like a bird, fly!
If you swim like a fish, swim!



Si corres como un niño, ¡corre!
¡De hecho, te voy a correr a casa!”

If you run like a boy, run!
In fact, I will race you home!”

