

Lupita Mañana



CHARACTER
BASED
LITERACY



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Genre Young adult fiction

Synopsis After her father dies in a fishing boat accident in the seas near their small Mexican village, Lupita's family is left in poverty. Lupita and her big brother, Salvador, must smuggle themselves into the United States to earn money to support their mother and young siblings. America is not the land of opportunity they had hoped. A new language, hard labor, and the constant threat of la migra -- the immigration police--make every day a difficult challenge. But for feisty Lupita, there is always hope for a better mañana -- tomorrow.

Themes Immigration and Migration, Perseverance

Protagonist Latino American

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 1



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Making predictions based on the book cover.

As a class, look at the front cover of the book. Lead a class discussion on the following questions: What can you predict about the book from the illustration on the cover? Discuss with the class for a few minutes in groups and as a class. What do you think the two people on the cover are trying to do? Do you think they will be successful? Why or why not?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mourned (9)	array (10)	corrugated (14)	irritated (15)	precious (18)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 9-19 (Stopping at the end of the chapter)

Setting	Characters	Pages
Señora Aguilar's hotel	Lupita, Josefa	9-12
Streets of Ensenada	Lupita, group of boys, Salvador	12-14
Torres home	Lupita, Salvador, sisters and brothers, Carmela García de Torres, Mamá, neighbor women, Hernando	14-19

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- We are introduced to Lupita. Lupita goes to Señora Aguilar's hotel to look for her mother, who works as a housekeeping lady there. Here we find that Lupita is called *Lupita Mañana* because when her father doesn't catch as many fish as he wants, she always says, "*Mañana*, you will catch more, *papá*."
- Lupita runs into Josefa, another chambermaid, who tells Lupita that Captain Ortega, the captain of the fishing boat her father worked on, had sent his son to the hotel to look for her mother.
- Lupita runs home, running into Salvador, her brother, who has been secretly seeing Captain Ortega's daughter against his wishes, and they both go home.
- Lupita and Salvador arrive home to find that a lot of neighborhood ladies were there at their house. They find out their father was lost at sea during a storm.
- Lupita grieves the loss of her father and feels empty because his body was never recovered. She wonders to herself about their future as a family.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Draw a map of Baja, Mexico and, in particular, the town of Ensenada, where the story begins. Make sure that you label the Pacific Ocean. This is where Captain Ortega takes his boat to fish, and where Lupita's father has been lost when he was swept overboard in a storm. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Lupita called *Lupita Mañana*?
2. Is the Torres family rich or poor? Explain how you can tell by sharing with a partner about the clues found in the story.
3. Does Lupita feel that Salvador seeing Captain Ortega's daughter is a good thing? Why or Why not?
4. Do you think the author is trying to foreshadow any events at the end of chapter one? How?
5. How is Lupita being responsible in the way she is thinking after she finds out about her father's death? Give some examples.
6. How is Salvador showing or not showing responsibility with his actions? Give some examples.

Analyze Analyze the key paragraph.

Key Paragraph p.16

"*Ay de mí*, what would become of them now? The wages Mamá was paid at the hotel were too small to support the seven of them, and Lupita earned only centavos for

her errands. Although he had tried hard, Salvador could find no work in Ensenada. He was too old to shine tourists' shoes or sell lottery tickets."

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lupita and her family have just lost the primary breadwinner in their family with the death of their father and husband. Think about a time in your life or stories you have read when there is suffering from a major setback, disappointment, or tragedy.

Write 2-3 narrative paragraphs in which you focus on suffering from a major setback, disappointment, or tragedy. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters. Organize an event sequence that unfolds logically.

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 2



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

As a class, research the town of Ensenada, Baja California, Mexico. Locate it on a map together. You may use the following information to guide you: It is a city in northwestern Mexico, in Baja California state, on the Pacific Ocean. Known as the “Cinderella of the Pacific”. The city of Ensenada, Baja California, Mexico is conveniently located 70 miles south of the United States international border, 60 minutes away from Tijuana, Baja California and 90 minutes from San Diego, California.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dispatched (20)	inscribed (22)	sullen (23)	errand (27)	charter (28)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 20-30 (stopping after “Then he started to run, pounding toward the town.”)

Setting	Characters	Pages
Torres home	Neighbor women, Uncle Antonio, Mamá, Priest, Salvador, Lupita, brothers and sisters	20-22
Torres home	Lupita, Salvador, Mamá, brothers and sisters	22-27
Wharf beside <i>La Estrella</i>	Lupita, Salvador, Paco Ortega, Captain Ortega	27-30

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Uncle Antonio and the priest tell Salvador that he should go to Captain Ortega and ask for his father's place on the boat. The priest says that he will put a good word in for him with Ortega, who he says may have mercy because of Mr. Torres' death.
- The next day, Salvador plans to ask Captain Ortega if he can take his father's place on the boat; Salvador also needs to claim his Father's remaining wages. Lupita goes with him.
- Captain Ortega disapproves of his daughter's romance with Salvador, and says he would never want a *vago* such as him to work on his boat, or see his daughter.
- Salvador quarrels with Captain Ortega, and then stomps off. Ortega tosses Mr. Torres' wages after Salvador, and Lupita scoops the money up.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the wharf to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Captain Ortega so dead set against Salvador? What is the right thing for Captain Ortega to do? How did he not act responsibly?
2. Why do you think Lupita feels that it is so important to go to the harbor with Salvador the next day? What do you think she could do that Salvador could not?
3. Why do you think Lupita is so optimistic? Do you think it is always a good thing to be this way? Take a minute or two to discuss this with a partner, and then as a class.
4. Has anyone ever told you that you were too optimistic? Did this change your attitude? In what way did it change?
5. Why was it so important to Lupita that she was successful in getting her father's money?

Analyze Analyze the key paragraph.

Key Paragraph, p. 30

"He gave his sister a look of pain. 'They will never let me see her again. She told me once if she could not marry me, she'd become a nun.'

Lupita sighed, 'Perhaps *mañana* will be better for you and her, Salvador.'
 Angry, scornful laughter burst from Salvador. '*Mañana, mañana, mañana.*
 Always it will be better tomorrow,' he shouted at a shocked Lupita" (p. 30).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

We have all had times in our lives when bad things have happened, or events did not go the way you had hoped them to go. Lupita did not expect for her father to die, nor did she expect Captain Ortega to treat Salvador the way he did. However, Lupita stays optimistic and tries to make Salvador feel better with words of encouragement.

Add to your narrative from the previous day. Think about a time in your life when you suffered a loss, or a major disappointment. Add a character that tries to encourage the person suffering. How do they respond to the support? Write a paragraph in which you answer all of the above questions. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 3



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the Immigration Act of 1990?

Lead a class discussion about the Immigration Act of 1990. What did this mean for the United States? How did this act impact immigrants?

The Immigration Act of 1990 limited the number of non-refugee immigrants to 675,000 per year. That number was divided among these categories: “family immigrants” (immediate family members of U.S. citizens or legal permanent residents); “employment-based immigrants” (this category included unskilled workers, who were limited to 10,000 per year); and “diversity immigrants” (from countries that have not made up a large proportion of the immigrant pool).

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

embroider (31)	impose (32)	alternately (36)	monitor (38)	ponder (38)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 30-40 (stopping after “Then he and Salvador went outside, where they talked for a long time)

Setting	Characters	Pages
Torres home	Lupita, Uncle Antonio and other men, Mamá, Salvador	30-35
	Lupita	36-38
Torres home	Lupita, Salvador, Uncle Antonio, Mamá, baby Hernando, sister	38-40

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Uncle Antonio comes to the house and convinces Mamá that Salvador and Lupita must travel to the United States so that they can find work and send money back to support the family. It is decided that Lupita and Salvador will leave the day after tomorrow to go to Indio, California, where their Aunt Consuelo lives and works.
- Salvador tells Lupita that their journey will be very difficult, and that the *gringos* will not want them there.
- Lupita worries to herself about what lies ahead on their journey, and already begins to lament about missing her family.
- The next morning, Mamá gives Lupita 100 pesos, and instructs her to sew it into the lining of Salvador's jacket. They decide that it will be safer for them to travel if Lupita wears Salvador's clothes to pass as a boy.
- Mamá tells Lupita that they should leave early the next morning before the little ones wake up. She tells her daughter "*Vaya con Dios*, little one. Go with God".

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think that Lupita's mama has Uncle Antonio break the news to Lupita and Salvador about the family's plan for them?
2. How would you feel if your mother, father, or someone you respected told you that you had to leave everyone and everything you knew behind and go to a strange place to help the family survive? Take a minute or two to share with a partner, and then share your findings with the group.
3. Why did Mamá have Lupita sew the pesos into the lining of the jacket? Do you think she had some knowledge of what her children might face on their journey?
4. Why would it be safer for Lupita to travel as a boy?
5. In this reading, who is acting responsibly? Try to think of other characters beside Lupita and Salvador.

Analyze Analyze the key paragraph.

Key Paragraph, p. 34

“Salvador gripped one of her wrists. ‘Listen to me. I know that the *gringos* do not want us unless we have special papers from them that will allow us to live there. I have heard men talk about that sort of thing. You and I can visit a short time as the *gringo* tourists visit here in Mexico, but the *gringos* do not want us to live and work in their country. We are not going to be welcome” (p. 34).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Like Lupita and Salvador, many times we are called upon to do something that is very hard and very challenging, something that pulls us out of our “comfort zone”.

Write 1-2 narrative paragraphs about a time in your life that you were asked to do something outside of your comfort zone. What were the challenges and obstacles you faced? How did you overcome them, or did you overcome them? Were you able to count on any type of outside support or encouragement? What was the outcome of your experience?

Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 4



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Class Discussion

Discuss with your class the following questions: When you are forced or asked to do something you do not want to do, is it still acting responsibly? Is it morally acceptable for the person to ask you to do this? Does it depend on the situation?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fumbled (40)	thrived (43)	gestured (44)	fortunate (47)	ashamed (49)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 40-50 (stopping after “a stadium where bullfights took place.”)

Setting	Characters	Pages
Torres home	Lupita, Mamá, Salvador	40-41
On the road	Lupita, Salvador, robbers	41-49
Rosarito Beach	Lupita, Salvador	50

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita and Salvador set off on their journey. As they go through Ensenada, Salvador walks very fast, making it difficult for Lupita to keep up.

- On the other side of Ensenada, they eat, and Salvador explains to Lupita that it will probably take them 3 days to reach Tijuana on foot. He tells Lupita not to look back, and he suggests that maybe they could hitch a ride.
- At midmorning a red car turns around as Salvador tries to hitch a ride. Salvador and Lupita are excited, thinking they had found a ride, and run to the car. Instead, the two guys in the car are robbers. They hit Salvador, and take four pesos he has in his pocket, but they don't take their food, Dorotea's knife, or find the money sewn into their clothes.
- They decide that they are not going to try and flag down any more rides, and they will hide if any more cars come. Salvador decides he will use the knife to defend them next time if need be.
- Lupita and Salvador continue to walk, and finally reach the outskirts of Tijuana.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add Rosarito Beach to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Salvador walks ahead of Lupita to start with? Would you treat Lupita this way if you were Salvador? Do you think he has bad intentions or good intentions with this act?
2. Who do you think is more mature, Salvador or Lupita? Why? What examples can you give from the book so far?
3. Would you be able to do what Lupita and Salvador are doing?
4. Are Lupita and Salvador acting responsibly or being forced to do something they do not want to do?
5. Why did the robbers leave Lupita alone?

Analyze Analyze the key paragraph.

Key Paragraph, p. 47

"She stole a glance at his face as they walked along. It was sullen with helpless fury at all the bad luck that had befallen them lately. But at least Salvador still had his knife, something that meant as much to him as Papá's silver cross did to her" (p. 47).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Most of us have a single item that means a lot to us, such as Salvador's knife or the cross that Lupita had that belonged to her father.

In 1-2 descriptive paragraphs, describe one item or keepsake you have that means a lot to you. Why is it so important to you? Do you keep it with you at all times, or do you have a special place for it? Use precise words and phrases, relevant descriptive details, and sensory language to describe the item/keepsake.

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 5



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Inform students about the city of Tijuana in Mexico. Locate it on the map together. You may use the following information to guide you:

Tijuana was once part of the territory of the "Kumiai", natives to this land that lived here according to their weather and food necessities. Around the year 1829, in this same territory, which at the time was filled with hills, canyons and a river called Tijuana, was given to the military and political California citizen Santiago Arguello Moraga through the political chief of the Department of California José Maria Echendía. In 1976 the VIII city council designated July 11th 1889 to be the official date Tijuana was founded as a city.

At the beginning of the century, Tijuana was nothing but a small town of only 245 population. The only place you would find any houses would be in the downtown area and the main avenue, "Olvera" Street (today known as Revolution Avenue) that was filled with small businesses dedicated to tourism.

In a relative small amount of time, Tijuana has grown so much since then; it has become one of the most important and dynamic cities not only in Mexico, but in the entire world as well. According to the last statistics, the population is between 1.5 million and 2.3 million. Also, being the US-Mexico border, it has made this city an obliged passing destiny for many Latin Americans who come looking for the "American dream". But it has also formed an economical and cultural link to one of the most important cities in the USA: San Diego, CA.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

awestruck (51)	frantically (52)	chuckled (53)	dismay (54)	resemble (58)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 51-59 (stopping at the end of the chapter)

Setting	Characters	Pages
Streets of Tijuana	Lupita, Salvador, two old men	51-53
At the border in Tijuana and on the Boulevard Cuauhtémoc	Lupita, Salvador	54-56
Calle Tercero	Lupita, Salvador, Señor Diaz, Tomás Diaz	57-59

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita and Salvador are overwhelmed with the sights and sounds of Tijuana. This is a big city with all of the lights, sounds, and people in a big city.
- Salvador calls Lupita's attention to a poster of a scantily clad woman who dances in a nightclub with the same first name as her. Lupita is horrified.
- Lupita and Salvador sleep in a city park on a park bench. When they awaken, Lupita overhears two old men talking about the way it used to be, going over the border to work. They were called *braceros* then, and they made much more money than they do today.
- Lupita and Salvador went to the border to see what it would be like to get across. They found it would be more difficult than they thought. After buying some more food they begin to explore Tijuana.
- Salvador is drawn to a beautifully decorated Mexican-style *charro* hat and gold and silver spurs in a shop window. The shopkeeper, Señor Diaz, senses that they are trying to get across the border and introduces them to Tomás Diaz, his cousin, who is a *coyote*, someone who smuggles people across the border for a huge fee. Tomás tells them he will take them and give them papers for about \$200 each. Salvador and Lupita left angrily, and Salvador comes up with a plan to follow Tomás as he takes his group across that night.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add Tijuana to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why were Lupita and Salvador so overwhelmed by Tijuana?

2. Why was Lupita so horrified at the poster of the woman that shared her name? Why do you think Salvador showed that to her?
3. Why do you think the *braceros* were more welcomed in the United States back during the war? In what way have attitudes changed? Why?
4. Do you think that what Tomás Garcia is doing right? Is he taking advantage of these people?
5. Do you think that Salvador's plan to outsmart Tomás will be successful? What obstacles might they encounter? Try and come up with your own plan to get over the border. Discuss this for a few minutes with the class.

Analyze Analyze the key paragraph.

Key Paragraph p. 58

"He sighed. 'You cannot go over there on credit if there is no one there ready to pay for you. So you must pay me now for your forged papers and to guide you across.' Tomás held all the cards in one pudgy hand while he stared at Lupita out of eyes that were no longer merry. 'Here in Tijuana we use *gringo* money, dollars, as often as we use pesos. To take you over the border with me, I want two hundred dollars from each of you. That comes to around four thousand pesos.'

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this book, as in life, there are people like Tomás Garcia who prosper and make their livelihood by taking advantage of other people. Everyone has probably been taken advantage of by someone at one time or another.

Write 1-2 narrative paragraphs about a time in your own life in which someone has taken advantage of you. What were your feelings and reactions to being taken advantage of? How were you deceived? What did you learn, if anything, from the experience? What advice would you give someone to save them from making the same mistake that you did?

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 6



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are “coyotes?”

Discuss with your class the work of “coyotes.” Is there a moral side to their line of work? Are they doing what is right by helping people cross the border illegally? What are the risks of this kind of work for both the coyote and people they are crossing.

Though specific statistics are hard to confirm, it is believed that a large percentage of immigrants illegally crossing the border into the U.S. have done so with the help of what's commonly known as a coyote — a smuggler or smuggling group.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

peered (62)	beseeking (62)	cunningly (64)	shrubby (66)	forged (68)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 60-69 (*stopping at the end of the chapter)

Setting	Characters	Pages
Outside of Tomás Diaz's shop	Lupita, Salvador, Tomás, young Mexican with headband, young boy	60-62
In the bed of Tomás' truck	Lupita, Salvador	63-64
In the desert at the border	Lupita, Salvador, Tomás, other Mexican immigrants, gringo bandits, U.S. Border Patrol agents	65-69

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Salvador's plan works up to a point. He and Lupita hide in Tomás's truck, and then follow him on foot to the border.
- Suddenly, Tomás's group of immigrants is attacked by American border bandits, who kill an old man. Tomás, who has already taken his fees, runs away.
- Bravely, Lupita and Salvador help fight the bandits. Lupita smashes one of the bandits over the head with their water bottle. Salvador then goes to another young girl's rescue and saves her from another attacker.
- Soon after, the U.S. Border Patrol arrives and arrests all of the male immigrants. It is soon discovered when her baseball cap is removed that Lupita is a girl.
- All of the women and children, including Lupita and Salvador, are allowed to return to Mexico. Salvador is already thinking of their next attempt to cross into the United States.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Begin to add color to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Do you think that Salvador's plan was a good one? Why or why not?
2. What might have happened if the Border Patrol had not intervened at the border?
3. Do you think that the *gringo* bandits would have killed them?
4. Would you have continued to try and get across the border if you had run into the kind of difficulty that Lupita and Salvador have? Discuss this with a partner and then share with the class what conclusions you came up with.
5. Can you explain how Lupita and Salvador did what was right for everybody, rather than just running and looking out for themselves? Why did they do this?

Analyze Analyze the key paragraph.

Key Paragraph, p. 68

"Lupita began to tremble. What would she and Salvador do? They had gotten over the border, but only for minutes and those few minutes could have easily cost them their lives. How right Salvador had been when he said there could be robbers on both sides!" (p. 68)

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write 1-2 narrative paragraph about a time in your life that, much like Lupita and Salvador you were faced with a difficult situation where the odds were against you, and you did the right thing. Write about how you handled the situation. Tell your reader how you showed responsibility in your actions. If you did not show responsibility, tell how you could have handled the situation differently.

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 7



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Have a class discussion on the following questions:

Who benefits from illegal immigration? Why are some people open to immigration and why are others not? What are possible solutions?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

slumber (70)	cuffed (71)	cunningly (63)	tenant (76)	sodden (76)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 70-79 (*stopping at “but there were no sounds of pursuit.”)

Setting	Characters	Pages
The park in Tijuana	Lupita, Salvador	70
Streets of Tijuana	Lupita, Salvador, middle-aged <i>gringa</i>	71-72
The park in Tijuana	Lupita, Salvador	72-73
Tijuana streets and market	Lupita, Salvador, old woman, Bartolo	73-74
The park in Tijuana	Lupita, Salvador	75-76
Tijuana market	Lupita, Salvador, Bartolo	76-77
In the back of a vegetable truck	Lupita, Salvador	77-78
Service station in California	Lupita, Salvador	78-79

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Back in Tijuana, money almost gone, Lupita hides each day as Salvador looks for work.
- After about a week, Salvador runs into Bartolo, an acquaintance from Ensenada, who offers to get them across the border.
- Bartolo's price for helping them is Salvador's knife and their father's crucifix. Reluctantly, Lupita turns the cross over to Bartolo.
- Bartolo hides Salvador and Lupita in a vegetable truck going across the border. The two of them hide inside vegetable crates.
- Once they are across the border, Salvador and Lupita jump out of the truck and hide. They know that they are somewhere south of Los Angeles, but they have no idea how to get to their Aunt's house in Indio.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the park to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Salvador did not want Lupita to beg for money on the streets?
2. Is Salvador and Lupita's journey so far what they thought it would be? What obstacles did they find that they might not have expected?
3. Do you think Bartolo is a coyote? Why or why not? Discuss this with a partner and then with the rest of the class.
4. How do you think that Salvador and Lupita came to the place where they were willing to give up their most precious possessions to get across the border? How is this being responsible?

Analyze Analyze the key paragraph.

Key Paragraph, p. 77

"Papá's cross! So this was Bartolo's price! Their dearest things, things they had never once considered selling to buy food. Lupita swallowed hard as her fingers closed protectively around the cross. But Salvador had given up his knife. She must give up Papá's cross also. Quickly she lifted the silver chain over her head, kissed the cross, and put it into Bartolo's open hand." (p. 77).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes in life, we are forced to part with an item, a person, an idea, or a dream that means a great deal to us. Usually, this parting comes with a great deal of emotional turmoil (Ex: A child having to part with his/her security blanket, or favorite toy that they have outgrown.)

In 1-2 descriptive paragraphs write about a time in your life where you had to make a sacrifice of something important to you, in particular, something that you gave up that either helped out someone else, or helped you out. Use a lot of details and give specifics about why your sacrifice was important to you.

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 8



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Lead a class discussion on the following questions:

Is migration inevitable?

Is migration necessary for the survival of the human race?

Can migration be controlled? By whom?

Would migration respond to planning or are there times when migration is the product of unpredictable factors?

http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

projecting (79)	scarlet (81)	hopper (82)	turret (83)	crestfallen (89)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 79-89 (*stopping at “I know that you did.”)

Setting	Characters	Pages
Warehouses near the border	Lupita, Salvador, Señor Rosario, his wife, and children	79-81
Next to the railroad tracks	Lupita, Salvador, Señor Rosario, his wife, and children	81-82
Inside the empty grain car	Lupita, Salvador, Señor Rosario, his wife, and children, railroad guards	82-85
Inside the empty grain car	Lupita, Salvador	85-87

Railroad siding in Colton	Lupita, Salvador, <i>pocho</i> railroad guard	87-89
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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Señor Rosario, another illegal immigrant, helps Salvador and Lupita hide in an empty grain hopper car.
- Before the train leaves, however, railroad guards arrest Señor Rosario and his family.
- Lupita and Salvador manage to stay hidden, and they ride the train to wherever it is going.
- When the train stops, their car is unhooked, and they think the coast is clear, Salvador and Lupita get out of the railroad car. They are in a deserted rail yard. They hide in the deserted boxcar for the entire day until sunset, because it will be cooler to travel, and safer at night.
- After sunset, they meet a *pocho* who is working for the railroad. This surprises Lupita and Salvador. He turns out to be very friendly.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add in the warehouses by border and train tracks to Colton. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Bartolo tell Salvador and Lupita to not travel alone?
2. Are Salvador and Lupita being responsible in trusting total strangers like Señor Rosario? How can this be dangerous?
3. How do you think Señor Rosario knows all about what to do? Does it help him?
4. How do Salvador and Rosario know whom they can trust?
5. How do you know whom you can trust, and whom you cannot trust? How fast are you able to make this determination? Discuss this with the class, listing their suggestions about how they know they can trust someone on a piece of poster paper.

Analyze Analyze the key paragraph.

Key Paragraphs, p. 81

“Señor Rosario soon found the railroad tracks, and they all started walking northward. How fortunate they were to fall in with this clever Señor Rosario...”

p. 83

“Lupita looked on in dismay as Señor Rosario and his family jumped out of their boxcar. To her surprise, three young Mexican men followed them. The railroad guards handcuffed Señor Rosario to one of the young men and handcuffed the other two together. Another guard led Señor Rosario’s weeping wife and children away. Tears came to Lupita’s eyes” (p. 83).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Write 1-2 reflective paragraphs about a time in your life that you had to trust someone to help you. How were you able to determine that this person was trustworthy? Explain how that person helped you, and how you benefited. Did this person prove worthy of your trust, or did they disappoint you? How did you and the person you had to trust act responsibly or irresponsibly in this situation?

Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 9



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Lead a class discussion on the following questions:

What are the costs of migration? What is the cost in terms of lives lost?

What are the financial costs both to the migrant and to the countries involved?

How does society measure the risks and benefits of migration? Can these risks and benefits be measured? Do nations have an ethical obligation to do the least harm to migrants when establishing and enforcing immigration laws?

http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

permits (90)	familiar (91)	gazing (93)	sparsely (95)	luster (99)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 89-99 (stopping at “Sí, I will ask Concha.”)

Setting	Characters	Pages
Railroad siding in Colton	Lupita, Salvador, Hector Esposito	89-91
Alley in Colton behind a café and motel	Lupita, Salvador, Hector Esposito	91
Inside the café kitchen	Lupita, Salvador, Hector Esposito, kitchen workers, Rodrigo Esposito	91-92
Inside Rodrigo Esposito’s office	Lupita, Salvador, Rodrigo Esposito,	92-93
In the lobby of the motel	Lupita, Rodrigo, Elfren Esposito	93-94
Little yellow house	Lupita, Concha, Salvador, Valentin	94-96

The motel	Lupita, Elfren	96
Inside the café kitchen	Lupita, Salvador	97-99

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Salvador and Lupita find out that the *pocho*'s name is Hector Esposito. He tells them that they are in Colton, California.
- Hector warns them that because they cannot speak English, they will be targeted as illegals by *la migra*, immigration authorities.
- He introduces them to his brother, Rodrigo, who gives them work: Salvador as a dishwasher in his café, and Lupita, who has dropped her boy disguise, as a maid in his cousin's motel next door.
- They must pay for forged papers and rent, which Rodrigo takes out of their pay up front. They still have enough money to send some home to Mamá.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the café, house, and motel. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Hector Esposito decides to help Salvador and Lupita?
2. Why do you think Salvador and Lupita feel so comfortable at the café, the motel, and the little yellow house? Why must they be on their guard?
3. Do you get the feeling that Hector, Rodrigo, and Elfren have done this before? How do they stand to benefit from helping Salvador and Lupita?
4. Are Salvador and Lupita naïve about everyone who seems to be looking out for them? Why do you think they are so willing to trust them?
5. Lupita and Salvador decide not to tell Mamá in their letters about some of the hardships and ordeals they have had to face getting to America. Think about a time in your life when you went through a hard time and didn't tell someone you cared about all of the problems you had to overcome to get through it. Discuss this with a partner.

Analyze Analyze the key paragraph.

Key Paragraph, p. 98

"Lupita stared gravely at him, then looked about her at the busy, noisy kitchen. 'I will not write her of the money we must pay for cards in order to work here. I will not tell

her how we were robbed in Mexico or about the coyote or about the old man that was murdered. I won't tell her how hard it was for us in Tijuana. That would make her sad. I *will* tell her how we crossed over covered in vegetables. That will make her laugh, and Uncle Antonio too. I will not tell her about giving up Papá's cross or Dorotea's knife, but I will tell her we have good paying jobs here and that we will go to Indio as soon as we can'" (p. 98).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lupita and Salvador make a decision that when they write home that they are not going to tell everything that has happened to them, and only write about the good things that have happened to them. We often do the same thing in our own lives, and for many different reasons.

Write 1-2 reflective paragraphs about a time in your life when you tried to protect the feelings of someone you cared about by withholding some or all of the facts or things that happened to you. What were you trying to protect them from? Did they ever find out all the facts? How were you being responsible by choosing not to reveal all?

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 10



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Lead a class discussion on the following questions:

Could there have been forces pushing the migrant to leave his or her community, such as loss of land, natural or man-made disasters, instability, or poverty?

Could there have been forces pulling the migrant to certain destinations, such as family ties, romantic relationships, opportunities to pursue a field of study, or opportunities to move to another socio-economic level?

If migration is seen as a means of survival, is survival a choice or a necessity?

Is seeking change and pursuing dreams a choice or a necessity for the human spirit?

http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agreeable (99)	snappish (100)	inaudible (102)	interchange (109)	crisscrossed (109)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 99-109 (stopping at "...and she prayed they would get to Aunt Consuelo soon.")

Setting	Characters	Pages
Cafè, motel, and house	Lupita, Salvador, Concha	99-100
Cafè, discount store	Lupita, Salvador, Concha	100

Spanish church	Lupita, Concha	100-101
Cafè, shoe store	Lupita, Linda ,Salvador, Valentin	102-104
Alley behind the cafè	Lupita, Linda ,Salvador, Valentin, Rodrigo	104-106
Little yellow house, motel, alley	Lupita, Salvador, Elfren	106-107
Supermarket	Lupita, Salvador	107
On the road to Indio	Lupita, Salvador	107-109

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita finds the work hard, but she settles into a routine. Her roommate, Concha, another illegal immigrant, helps her become acclimated. Concha shows Lupita how to send money back home, takes her to a discount store to buy a dress, and they go to church together. Concha tells Lupita that it is important to learn English, and to be on the lookout for *la migra*.
- Lupita makes friends with Linda, a *pocho* waitress working at the cafè. Linda takes Lupita to the shoe store next door to buy a new pair of shoes.
- On Friday as Lupita was just starting to eat, Linda burst into the kitchen yelling that *la migra* was there to raid for Mexicans. Lupita and Salvador escape out the back door, but the agents get Concha and Valentin.
- When the agents leave, Señor Rodrigo explains to Salvador and Lupita that the guy who forges the cards had been arrested, and he tipped the agents to the illegals working at the cafè and the hotel. It is decided that Salvador and Lupita must leave immediately for Indio sixty miles away after collecting their wages.
- Lupita, once again disguised as a boy, is disappointed about having to leave her new dress behind, but Salvador convinces her that it would be difficult for her to masquerade as a boy if she was carrying a dress. After stocking up on supplies, they set out on foot to Indio, following the highway at a distance.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the road to Indio your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How many times do you think Concha has made the journey back and forth between coming to the U.S. and being deported? How can you tell this?
2. Why does Concha caution Lupita not to get too comfortable and to not even trust the Espositos?

3. Do you believe Rodrigo when he says that the man who forged their green cards was arrested and that he was the one to turn them over? Why or Why not?
4. Is Lupita growing tired of the masquerade of having to pretend she is a boy and being deceitful to protect herself? What clues are present in the story that might suggest this?
5. Do you think that Lupita's optimistic attitude has changed? In what ways is she showing responsibility through her actions as her and Salvador undergo trials?

Analyze Analyze the key paragraph.

Key Paragraph, p. 107

"Lupita looked up at the sky for the first stars. *Sí*, there was one, not far from the new moon, the very one she had pointed out as Papá's star in Ensenada just last month. How long ago that seemed. Lupita's chest tightened with the loneliness. The company in the little yellow house had not made up for the loss of her family" (p. 107).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lupita begins to really feel lonely, after the loss of her father, the loss of her family as her and Salvador had to leave home, the loss of her father's crucifix, and now the loss of her new friends in Colton.

Write 1-2 reflective paragraphs about a time in your life when you had to be separated from your family or your home for a period of time. How did you feel? What things did you think about from your home and family life that gave you comfort and made you feel safe and secure? How did being separated from them change you? (Ex. Did you appreciate them more? Less? Did you become bitter? Depressed?)

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 11



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Show your students on a map where Riverside, California is located. Give them some background information on the city.

Riverside, California is a city in southwestern California and county seat of Riverside County, on the Santa Ana River. It is a center for growing and packing citrus fruits. Manufactures include irrigation equipment, housings for aircraft engines, electronic equipment, custom auto wheels, paper products, and plastics. Riverside covers a land area of 202 sq km (78 sq mi), with a mean elevation of 259 m (851 ft). According to the 2000 census, whites are 59.3 percent of the population, blacks 7.4 percent, Asians 5.7 percent, Native Americans 1.1 percent, and Native Hawaiians and other Pacific Islanders 0.4 percent. The remainder are of mixed heritage or did not report race. Hispanics, who may be of any race, are 38.1 percent of the people. Population 170,591 (1980); 226,505 (1990); 274,226 (2002 estimate). (Microsoft Encarta)

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

suburbs (109)	culvert (110)	mired (112)	spindly (113)	puzzlement (118)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 109-119 (stopping at “Was Uncle Hermillo still in bed then?”)

Setting	Characters	Pages
Under a bridge in Riverside	Lupita, Salvador	109-110
Along Highway 60 to Palm Springs	Lupita, Salvador	110
Gully at the base of the mountains	Lupita, Salvador	110

Box canyon to the right of the highway	Lupita, Salvador	110-111
Beaumont and Banning	Lupita, Salvador	111
The Mojave Desert	Lupita, Salvador, <i>gringo</i> bandits in car.	111-112
Prospectors cabin	Lupita, Salvador	112-113
Palm Springs	Lupita, Salvador, service station Attendant	113-114
On the highway to Indio	Lupita, Salvador	114-115
Indio	Lupita, Salvador, <i>pocha</i> nurse	116-117
Aunt Consuelo's house	Lupita, Salvador, small children, Aunt Consuelo	118-119

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Salvador and Lupita travel on foot at night to avoid *la migra*. During the third night, Americans in a truck stalk them with their guns, but then they become bored and give up on their game.
- Salvador and Lupita finally reach Indio, where they ask a young *pocha* nurse on the street for directions to their Aunt Consuelo's house.
- When they arrive at their Aunt Consuelo's house, they are stunned to find it in a poor neighborhood. Consuelo had always led their family to believe she was wealthy.
- Salvador and Lupita find their Aunt Consuelo to be a worn-down woman. She tells them that she had written their mother to tell her not to send them to Indio.
- Consuelo sadly admits that she has been lying about her status, and that she is not in much better shape financially than Salvador and Lupita's family in Ensenada.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add all of Salvador and Lupita's stops on their way to Indio, California. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How many nights total did it take for Salvador and Lupita to reach Indio from Colton? Make a list of the different places they stopped and chart them on the classroom map.
2. How do you think Salvador and Lupita felt being pursued by the guys in the truck, especially since they had had previous bad experiences with the

- bandits when they started their journey, and at the border? Discuss among the class.
3. At the point when Salvador tells Lupita that at the rate they are going they will be in Indio tomorrow morning, Lupita weakly echoes her familiar phrase “Mañana”. Do you think Lupita is starting to lose her optimism and her positive attitude?
 4. Why do you think Salvador and Lupita were so discouraged when they saw their Aunt Consuelo’s house and neighborhood? What do you think they were expecting to find?

Analyze Analyze the key paragraph.

Key Paragraph, p. 119

“*Sí.*” Aunt Consuelo shook her head. ‘We are crowded in this house. I am not rich. We have been lying to your mother for a long time. My husband wanted my family in Mexico to believe we were rich. *Ay de mí!* Hermilio!’ The woman pointed to her gray head. ‘Every gray hair here has its story.’ She finally backed away from the doorway. “Come in. After all, you are my sister’s kids” (p. 119).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Think about a time in your life that you have really built up an event (Ex. Going on a trip, meeting someone you have always wanted to meet, eating in a restaurant you’ve always wanted to eat at), after which you were really disappointed with the outcome.

Write 1-2 narrative paragraphs in which you tell your reader about it. Be sure to detail what the situation was, what your expectations were, why you were disappointed, and how you resolved the situation. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 12



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

W3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Discuss how immigration influences the work field by following these guided questions:

How has out-sourcing and re-location of businesses affected migration?

Do businesses prefer to hire and train immigrant workers because it creates a labor force beholden to the employers?

http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fatigue (120)	welfare (122)	haggard (123)	impress (124)	glum (128)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 120-129 (stopping at "...to join her younger brothers and sisters.")

Setting	Characters	Pages
Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Caterina, Esmarelda, Irela, Pascual, Luan, Elvio	120-123
Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Uncle Hermilio	123-125
Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Caterina, Esmarelda, Irela, Pascual, Luan, Elvio	126-129

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Salvador and Lupita find out that Aunt Consuelo and her family are in worse shape financially than they are. She asks for money from Salvador to buy milk for breakfast and rice for dinner.
- They find out that Aunt Consuelo has five children of her own, two who are close to Lupita's age, and a husband, Hermilio, who spends his time either coughing or carousing. They rely on fieldwork, and *la ayuda*, Welfare money, to get by.
- After they sleep, Salvador and Lupita finally get to meet Uncle Hermilio. He is very gruff, and not happy that they were there.
- Aunt Consuelo comes up with the idea that they can stay if they find jobs and pay rent to them. They agree to give them \$140 a month, just as they had done in Colton.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add Aunt Consuelo's house to the map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Salvador so surprised when Aunt Consuelo asked him for money?
2. Why was the idea of *la ayuda*, or welfare so foreign to Salvador and Lupita?
3. Salvador tells Lupita not to let anyone in their Aunt's house know how much money they have. Why? Think about this in light of their journey so far, and the types of people they have encountered so far.
4. What kind of man is Uncle Hermilio? How does he compare with Uncle Antonio back in Ensenada? Is he a man of good character? How does he measure up with the theme of how responsibility requires action? Discuss this with the class.

Analyze Analyze the key paragraph.

Key Paragraph, p. 128

"*Sí*, I came over and got a job as a maid. All I ever learned from the *gringa* I worked for were words like *vacuum cleaner*, *broom* and *mop*, *washing machine* and *clothesline*, things like that. She warned me not to go to night school because she was afraid *la migra* would catch me there. I worked for her for six years. Then I met Hermilio at a dance, and we got married. We always spoke Spanish to one another, and I did not

go to work again. A few years ago I began to work in the fields where no one speaks anything but Spanish. I have no need of English. Neither will either of you” (p. 128).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Aunt Consuelo explains to the kids why she has never learned English after being in the United States for over twenty years. This as a result, however, has severely limited her choices in employment and the type of wages she could earn.

Write 1-2 reflective paragraphs about a time in your own life that you didn’t do something to better yourself or your situation. Why didn’t you do that thing? How has this affected you? Has it changed anything about you? What? Write about these things and tell your reader what you learned about yourself and the world in general in the process. Make sure to connect what you learned with your experience using transition words.

Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 13



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Discuss how immigration influences the work field by following these guided questions:

Can receiving countries ethically deny health, education, or other basic necessities to persons within their borders whether the persons are present lawfully or unlawfully?

Is it ethical for entire groups of people to be excluded from the benefits of their labor because of the manner which they entered the receiving country?

Is it ethical to deny some family members the right to immigrate to join citizen family members in the name of immigration control?

http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

relations (130)	silhouettes (130)	scalding (134)	rivulets (134)	cinema (138)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 129-140 (stopping at "...Irela buried her face in the folds of her mother's skirt.")

Setting	Characters	Pages
Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Caterina, Esmarelda, Irela, Pascual, Luan, Elvio	129-130
Fidencio's truck	Lupita, Salvador, Aunt Consuelo, Fidencio,	130

	other workers	
The squash fields	Lupita, Salvador, Aunt Consuelo, gringo boss, Fidencio, other workers	131-136
Fidencio's truck	Lupita, Salvador, Aunt Consuelo, Fidencio, Elvio, other workers	137-138
Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Caterina, Esmarelda, Irela, Pascual, Luan, Elvio	139-140

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita and Salvador meet their cousins. Elvio and Catarina act superior to the two “wetbacks”, but eight-year old Irela, who is more serious, doesn't seem that way.
- Aunt Consuelo tells Salvador and Lupita that her husband's brother Fidencio will find them fieldwork, but at lower wages than they earned in Colton.
- Uncle Hermilio and Aunt Consuelo tell the kids that they must lie about their identity so they don't have a problem with *la migra*. Aunt Consuelo Introduces them to the field boss as her husband's niece and nephew Joe and María Ruiz from Texas, and that they forgot their green cards.
- The work, picking summer squash, is miserable and backbreaking.
- The two children decide to gloss over their sad situation when they send a letter and money to their mother.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the fields to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Uncle Hermilio and Aunt Consuelo feel the need to lie about Salvador and Lupita's status and identities?
2. How does the work in Indio compare to the work the kids were doing in Colton? Are they better off or worse off?
3. Why do you think Lupita is able to stay so positive even when things in her life are going so badly? Could you stay as positive as Lupita if you were in her situation?

Analyze Analyze the key paragraph.

Key Paragraph, p. 138

“In spite of her stiffness and sore hands, Lupita’s spirits lifted as the dawn approached. Sí, she would buy another dress and shoes to wear to church as soon as she could. The dawn sky was a pale rosy pink. As the truck jolted along, Lupita dreamed of a rose-pink dress. She would buy pink ribbons for the ends of her braids, too” (p. 138).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Even as bad as things have gone for Lupita as she and her brother have gone on this journey, Lupita has always seemed to have the ability to motivate herself to keep going. **Write a descriptive paragraph about your driving force and what “gets you in gear.” We all have motivating factors, a catalyst, in our lives that keeps us moving forward. What motivates you? What is the one thing that you think about that gets you going?**

Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 14



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Discuss how immigration influences the work field by following these guided questions:

How long can countries detain immigrants for violations of immigration laws, and under what conditions?

Should immigrants be held separately from the general criminal population?

What standards are required for the condition of detention facilities and the training of detention personnel?

Should immigrant children be detained at all?

http://www.scu.edu/ethics/practicing/focusareas/global_ethics/migration.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

raptly (142)	ruefully (144)	zucchini (145)	nausea (146)	intake (148)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 140-149 (*stopping at “She felt strangely disturbed.”)

Setting	Characters	Pages
Cinema in Indio	Lupita, Salvador, Fidencio, Caterina, Irela, Elvio	140
Aunt Consuelo’s house	Lupita	140-141

Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Fidencio, his wife, Lucio (Lucky), Catarina, Elvio	141-144
Squash fields	Lupita, Salvador, Aunt Consuelo, Fidencio, Elena, other workers	145-148
Fidencio's truck	Lupita, Salvador, Aunt Consuelo, Fidencio	148-149

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita writes a letter home to send money to her mother. She gives her mother the impression that they are welcome and that they have good jobs.
- Meanwhile, at church, Salvador meets Fidencio's grandson, a glib, stylish boy named Lucio, who plays guitar and calls himself "Lucky".
- Lucky takes Salvador under his wing, offers to get him fashionable clothes, and tells him to leave the fieldwork to children and old people.
- One day out in the fields, one of the fieldworkers, Elena, suffers a heat stroke episode and is aided by Lupita and others. She refuses to go to the Emergency Room, however, because she fears *la migra*.
- The next day, Elena is not going to work, but Fidencio brings a box of the clothes that Lucky promised to Salvador. Lupita feels strangely disturbed.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the cinema to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Do you think that Lupita is doing the right thing in concealing how hard the situation has been for her and Salvador? Is what she is doing any better than what Aunt Consuelo did in lying about her situation?
2. How might the situation have been different if Aunt Consuelo had been honest about what her life was like in Indio in her letters to her sister? Would it have changed anything? Why or why not?
3. Why is Lucky and the lifestyle he lives so appealing to Salvador? Think back in the story to Salvador's life in Ensenada. What clues were there in the beginning of the story to suggest that Salvador might lose his focus on the main purpose of coming north? Discuss with a partner, and then as a group.
4. Are Elena's fears of being picked up by *la migra* if she goes to the emergency room justified? Why might she have this fear?

Analyze Analyze the key paragraph.

Key Paragraph, p. 149

“Getting that cardboard box of brightly colored shirts, jackets, and trousers from Lucky had not helped his temper...Salvador still dressed in Papa’s clothing when he went to the fields, but Lupita could tell by the way he put on the black-and-white check coat and the felt hat that he disliked them for their shabbiness. *Ay de mi*, Salvador despised Papa’s coat. How could he?” (p. 149).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

At one time or another, everyone has become distracted from a goal or task that they have been working on or moving towards. Distractions can come in many sizes, shapes, or colors. People can even be distractions at times.

Write a reflective paragraph about a time in your life when you were distracted from something you were trying to complete or accomplish. What actions did you take to become more responsible? How did you handle the situation? Were you able to overcome the distraction and stay on track, or did it sidetrack you from finishing or completing your task or goal?

Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 15



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is *El Día de los Muertos*?

The Day of the Dead is an annual celebration to honor the spirits of the dead, observed in Mexico and other Latin American countries on November 2, although in some regions it is observed on November 1. The Day of the Dead—known in Spanish as *El día de los Muertos*—coincides with the All Souls' Day, a holiday of the Roman Catholic Church to commemorate the deceased so they might “rest in peace.” According to popular belief, on the Day of the Dead the spirits of the dead return to commune with the living. Families leave offerings for these spirits, attend *fiestas* (festivals) dressed in costumes, and clean or decorate the graves of deceased family members.

Most Day of the Dead activities take place in the home. Paths of flower petals and burning incense lead spirits to the houses of their living relatives. Many families construct elaborate *ofrendas* (offerings), tables heaped with gifts of food and drink for the spirits of the dead. Special loaves of bread known as *hojaldra* are baked for the holiday and are often included in offerings to the spirits. Other food offerings are selected with the spirit of a specific individual in mind, including dishes the deceased person enjoyed in life. The *ofrenda* is decorated with flowers, especially an orange or yellow flower known as *cempasúchil* (flower of the dead) and the *mano de león* (lion's paw). Also, arches of palm leaves and banners of tissue paper cut into intricate designs frequently hang above the *ofrenda* table. (Microsoft Encarta)

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

incense (149)	shabbiness (150)	petticoat (151)	fidgeted (156)	averting (159)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 149-150 *stopping at “Lucky’s found a secondhand one that he can buy cheap.”

Setting	Characters	Pages
Squash fields	Lupita, Salvador, Elvio	149-150
Aunt Consuelo’s house	Lupita, Irela	150
Discount store in Indio	Lupita, Irela	150-151
Aunt Consuelo’s house	Lupita, Salvador, Aunt Consuelo, Lucky	151-152
Sunday Mass	Lupita, Aunt Consuelo, Fidencio, cousins	152-153
Aunt Consuelo’s house	Lupita, Salvador, Lucky, Irela, Aunt Consuelo	153-156
Aunt Consuelo’s house	Lupita, Salvador, Lucky, Elvio Irela, Aunt Consuelo, Uncle Hermilio, Catarina,	156-158
Aunt Consuelo’s house	Lupita, Salvador, Lucky, Elvio, Aunt Consuelo	158-159

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita is upset because All Souls Day, or *Día de los Muertos*, is not celebrated in Aunt Consuelo’s household. They instead go to the fields to work. Salvador is growing less and less content with fieldwork.
- Irela offers to take Lupita to the store to help her buy a dress to wear so she can go to Mass if she will buy her an ice cream sundae. Lupita agrees. They get everything she needs, but Lupita is nervous about how much everything costs and how much money she has spent. She decides that her mother and father would be proud of her to think she has earned all that money herself. Salvador gets all dressed up in his fancy new clothes and goes out on the town with Lucky. Lupita worries that Salvador will get into trouble with *la migra* or the *gringo* police.
- The next day Lupita goes to Mass, but Salvador has not come home yet. When the family returns from Mass, Salvador and Lucky are at the house in the kitchen drinking coffee. Lupita could detect the smell of marijuana coming from Lucky and Salvador.
- Lucky announces to everyone that Salvador is going to be moving out of Aunt Consuelo’s house and in with him. He is also going to be taking over Lucky’s old job washing dishes at the café, while Lucky goes to work at a garage. Lupita is furious and upset at this and pleads with him to stay, but to no avail.
- In the days to follow, Salvador’s visits become less and less frequent. He gives Lupita less money to send home each time, and he continues to become more and more distant from Lupita. Lupita makes up the difference from her earnings and tells no one. Salvador confirms Lupita’s suspicions that he is spending the money on girls.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Continue to add color to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think the author spent so much time calling attention to the fact that the Rios family did not celebrate *El Día de los Muertos* or All Souls Day?
2. Why does Lupita feel so threatened by Salvador's relationship with Lucky and the clothes that Lucky was giving him? What kind of danger do you think this relationship might bring to Salvador? To Lupita?
3. Who was better at managing money, Salvador or Lupita? Why?
4. Do you think it was a good idea for Salvador to move out, get another job, and separate himself from Lupita? Discuss this as a class, weighing the positives and the negatives of Salvador's actions, and whether or not he is being responsible.

Analyze Analyze the key paragraph.

Key passage, p. 153

"Lupita stared in horror at her brother. He was looking at the floor. Mama had said they were to be together, and now he was leaving her!" (p. 153).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about a time in your life when you had someone that you really cared about, such as a best friend or a brother or sister, either move away from you physically, such as moving to a different city or part of the country, or move away from the friendship/relationship because one or both of you had changed.

In 1-2 narrative paragraphs which you describe the situation above. Tell your reader about the factors leading to the separation, and how you felt about it. Use details and descriptions that really help your reader understand what the loss meant to you, and how you might do things differently if given the opportunity.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 16



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the Day of the Three Kings?

January 6 is the Epiphany, the Christian feast celebrating the arrival of the three Magi (wise men or kings) at Jesus' birthplace in Bethlehem. In many countries, people exchange gifts on this day, not at Christmas.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lurched (161)	outskirts (162)	saunter (163)	velveteen (166)	dignity (168)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 160-168 (stopping at the end of the chapter)

Setting	Characters	Pages
Aunt Consuelo's house	Lupita, Elvio, Aunt Consuelo, Catarina	160
Fidencio's truck	Lupita, Aunt Consuelo, other field workers	160-162
Lucky's garage	Lupita, Lucky, gringo mechanic, other mechanics, other field workers, Aunt Consuelo	162-165
Aunt Consuelo's house	Lupita, Aunt Consuelo, Catarina, Elvio, Irela, young Ruiz cousins	165-168

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita is furious that Salvador is thinking of buying a motorcycle, since he is contributing less and less money to send home to Ensenada. Aunt Consuelo tells her that this is the way men become when they get to this country. Lupita is afraid that Salvador will get into trouble with the *gringo* police or *la migra*.
- One day in December as Lupita and Aunt Consuelo were on their way home from the fields in the back of Fidencio's truck, the brakes went out. Everyone was very scared until Fidencio managed to get the truck to the garage where Lucky worked.
- Lupita thought this would be the perfect opportunity for her to talk to Lucky and convince him not to get a motorcycle. But when she went over to try to talk to Lucky, he was very angry with her and lashed out at her to get away.
- Christmas came along and went without a visit or any money from Salvador. Lupita puts twenty dollars in a letter home and lies that half came from her and half from Salvador.
- On the Day of the Three Kings, Lupita receives a gift from Aunt Consuelo and Catarina of a beautiful red velveteen dress. Aunt Consuelo convinces her that the dress will be perfect, and that someday it might help her find a *novio* (boyfriend).

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add Lucky's Garage to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Lupita so angry about Salvador's intention to try and buy a used motorcycle? What problems might this bring to Salvador?
2. Why was Lucky so angry at Lupita for trying to talk to him at work? Do you think that Lucky might have been more open to talking to Lupita at some other time and place?
3. If you were Lupita, would you say that the money she sent home was from the both of them, or would you tell the truth? Discuss this with a classmate, and then as a group.
4. What is the significance of Aunt Consuelo giving Lupita such a beautiful gift?

Analyze Analyze the key paragraph.

Key passage, p. 164

"In a flash Lucky was out from under the hood, glaring at her. He hissed under his breath, 'Get away from me! I don't want the boss to see you pestering me. He's a *gringo*; he hates wetbacks. Get lost, *tonta!*'" (p. 164).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lupita tried talking to Lucky about Salvador and how he is changing. However, Lucky becomes angry with Lupita and lashes out at her.

Write 1-2 reflective paragraphs describing a time when you tried making amends with someone and they reacted negatively. How were you trying to be responsible by resolving the issue? Why was it the right thing to do at the moment? What were the short-term and long-term outcomes?

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 17



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Discuss the following questions with your students:

How might immigrants change emotionally and mentally when they come to the United States? Do you know people who have immigrated here? How have they changed over the years?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

corduroy (169)	despised (171)	triumph (173)	bustle (175)	festooned (178)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 169-179 (stopping at "...hoping none of them would ask her to dance")

Setting	Characters	Pages
Aunt Consuelo's house	Lupita, Salvador, Aunt Consuelo, Catarina	169-174
Aunt Consuelo's house	Lupita, Elvio, Catarina	174-175
Aunt Consuelo's house	Lupita, Aunt Consuelo, Irela, Elvio, Catarina, younger Ruiz cousins	175-176
The dance hall	Lupita, Lucky, Salvador, Rafael, other people at the dance	177-179

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Salvador finally visits the last day of January, and grudgingly gives Lupita five dollars to send home. Salvador talks as if their responsibility financially to send money home will be done when their mother pays off the moneylender. Lupita scolds Salvador, and finds out that he is dating the sister of Lucky's girlfriend.
- Aunt Consuelo complains to Salvador that Lupita has no friends her own age, and insists that it is his responsibility to help Lupita meet people. Aunt Consuelo insists that Salvador take Lupita to the dance on Valentine's Day at which Lucky will be playing music. Salvador reluctantly agrees.
- At first, Lupita is terrified and reluctant about going to the dance, but after Catarina and Elvio teach her to dance, she starts to think she will enjoy herself after all.
- After arriving late on the night of the dance to pick Lupita up, Salvador and Lucky treat Lupita very rudely, and it seems they resent having to bring her.
- Salvador leaves Lupita with his friend Rafael, who sullenly dances with her and obviously wishes he were dancing with anyone else except Lupita. After their dance, Lupita sits down by herself shyly hoping no one else would ask her to dance.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the dance hall to your map. Continue to add to the map as the story continues. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Lupita so threatened by the idea that Salvador now has a girlfriend?
2. What is the reason that Lupita has not made a lot of friends? Is this purposeful on her part? How is she being responsible by doing this?
3. Why is Lupita so scared of going to the dance, and so against going at first? Does her attitude change?
4. If you were in Lupita's position, would you want to go to the dance? What might some reasons be that you might *not* want to go to the dance? Do a chart on a sheet of poster paper with the class divided into two columns, listing the reasons why she should go on one side, and the reasons not to go on the other side.

Analyze Analyze the key paragraph.

Key Passage, p.173

"No, no," she cried out, 'I don't want to go to the baile.'

'Be quiet, Lupita,' her aunt ordered. 'Salvador, you take your sister to the baile...'

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a reflective paragraph about a time when you had to go somewhere and you were reluctant to go. Why did you not want to go? What did people say or do to convince you to go, or did they convince you? If you ended up going, did you have a good time? Were the fears or insecurities you had going into the situation justified? Was going the right thing to do at the time?

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Day 18



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Discuss the following question with your students:

Are immigration raids in public places or workplaces best for everybody? Is it best for the citizens of that country? Is it best for the immigrants to return to their countries?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vowed (180)	discord (181)	braying (181)	oleanders (181)	wiggled (186)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 180-186 (*stopping at “Both of their tomorrows were sure to be better.”*)

Setting	Characters	Pages
The dance	Lupita, Salvador, Lucky, Tammie, Rafael	180
Ladies’ room	Lupita	180-181
In the bushes outside the ladies’ room	Lupita, Lucky, Rafael	181-182
Lucky’s car	Lupita, Lucky	182-183
Aunt Consuelo’s house	Lupita, Aunt Consuelo, Irela	183-186

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Lupita sees Rafael dance with a different girl, and he is very different with her. Realizing that he didn't want to dance with her, she felt humiliated and escaped to the ladies' room to cry.
- On her way back to the party, she hears the cries of "*¡La Migra!*" and runs back to the ladies' room. She slides out the window and hides in the bushes, where she overhears Lucky telling Rafael that the authorities have taken Salvador.
- Lucky and Rafael continue to talk, laughingly speculating about Lupita's probable arrest. At this point, Lupita, who has heard the entire exchange from the bushes, rises up and verbally tears into Lucky, and orders him to take her back to her aunt's house.
- Aunt Consuelo tells Lupita that Salvador will be sent back to Tijuana. Lupita promises Aunt Consuelo that she will continue to live with her and work in the fields. Consuelo tells her that most illegal immigrants are betrayed by their lack of English, so Lupita decides she must learn English.
- That night as she lay in bed, Irela crawls into bed with Lupita with a book and a flashlight and begins to teach her English. Lupita begins to hope once again that her tomorrow will be better.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Finish coloring your map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Lupita feels so humiliated?
2. Were you surprised when *la migra* showed up at the dance? Why do you think they raided the dance, instead of maybe raiding the fields where Lupita worked?
3. Put yourself in Lupita's shoes for a moment. How do you think you would feel and respond to Lucky and Rafael after hearing their conversation in the bushes? Do some role-playing with a partner for a few moments on how that confrontation might go, and then switch roles. (Remember to keep the exchange non-violent and non-profane.)
4. Do you believe Lupita will be successful in learning to speak English? Why or why not?

Analyze Analyze the key paragraph.

Key paragraph, p. 184

"Lupita shivered, thinking of what Rafael has said. Salvador and the others had been caught because they could not answer *la migra*'s questions in English. It was their lack of English that had betrayed them" (p. 184).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think for a moment about a time in your life when you had to learn to do something that you thought was very hard and insurmountable. Lupita knew she had to learn English if she was going to survive in the U.S.

In a reflective paragraph tell your reader about what your obstacle was and/or is, and what your plan might be to overcome it. (Hint: You may be able to refer to your vision plan bookmark from week one in order to complete this prompt).

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program 60-Minute Lesson Plan

Lupita Mañana, Days 19-20



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Final Writing Assignment

During the course of this novel in your daily writing prompts, you have accumulated at least eighteen short paragraphs, snapshots into your own life. In your *ALL* Write assignments for this novel you have covered a lot of material about writing, editing, and revising. Using the material you have already written as a rough draft, you are to put together a 500-700 word narrative piece about yourself in which you use some of the skills you have learned in this unit. It will be up to you to decide which snapshots to use, and which ones best tell your story. You may need to rewrite some of your snapshots so they smoothly transition from snapshot to snapshot. Be sure to use plenty of descriptive language, and be aware of your audience.

Responsibility is the active side of morality: doing what I should do, doing what I say I will do, doing what is best for everybody; especially doing the one thing I should be doing right now.