STUDENT PACKET

GRADES 9-12

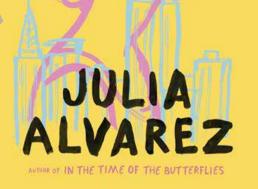


How the Garcia Girls Lost Their Accents

Julia Alvarez

"Poignant . . . Powerful Beautifully captures the threshold experience of the new immigrant, where the past is not yet a memory." — The New York Times Book Review

HOW THE GARCÍA GIRLS LOST THEIR ACCENTS



READ, WRITE, THINK, DISCUSS AND CONNECT

How the Garcia Girls Lost Their Accents

Julia Alvarez

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-669-7

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your local school supply store, or:

Toll-Free Fax: 877.716.7272 Phone: 888.650.4224 3901 Union Blvd., Suite 155 St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Name

cede (11)machetes (19)collusionenunciates (21)macho (27)antagoncoup (32)feminist (33)withdraw	ism (27) reconciliation (32)
---	------------------------------

Directions: Fill in the blanks with a word from the vocabulary list. Use the word or phrase in parentheses as a guide. You will not use one of the words.

- 1. The Dominican men carry ________ to harvest the cane. (knives)
- 2. It seemed as though the father and daughter would never achieve a _____ (harmonious relationship)
- 3. Carlos became so ______ that he hardly spoke to anyone. (unresponsive)
- 4. Fifi disliked his ______ talk to the baby. (favoring men)
- 5. Yolanda _______ to English because she forgets her Spanish. (returns)
- 6. Tía Carmen wants Yolanda to think there is ______ with other aunts. (cooperation)
- 7. The little girl is an exact _______ of her mother Carmencita. (carbon copy)
- 8. The *campesino* ______ carefully so Yolanda can understand him. (speaks distinctly)
- 9. Carlos was upset to see the ______ look on Fifi's face. (showing no emotion)
- 10. Yolanda thought she saw a _____ between the two men. (secret pact)
- 11. It is a ______ for Fifi when Carlos lets the husbands attend his birthday celebration. (brilliant success)
- 12. The aunts warned her that she might encounter ______ in the mountains. (hostile bands)
- 13. The little cousin wants to ______ her city to get La Romana. (surrender)
- 14. Fifi feels the old ______ when her father ignores her young daughter. (hostility)
- 15. Yolanda thought the men became noticeably ______ when she mentioned Miranda. (non-threatening)

Directions: Answer the following questions on a separate sheet of paper. Use your answers to help you prepare for class discussions, writing assignments, and tests. Starred questions indicate thought or opinion questions.

"Antojos/Yolanda," pp. 3-23

Name

- 1. Who is the focus of the party? What can you assume is the year of the party? How are the guests related to each other? What do you learn from the singing of "Here she comes, Miss America!" (p. 4)?
- 2. *How long ago was Yolanda's last visit to the Island? How long ago did Yolanda's immediate family leave the Island? Recall part/year divisions of the book and estimate Yolanda's age at the time of the party.
- 3. *How does Yolanda feel about her party? Who seems to enjoy the party the most?
- 4. *For what does Yolanda wish as she leans over the cake? What can you infer about her from this wish?
- 5. Why is the party held at Tía Carmen's house? What does the living arrangement of the compound reveal about the significance of family in Island life?
- 6. *What does the presence of servants tell you about the family? Why do you think the author includes information about the servants?
- 7. How does Yolanda respond when she is asked about her *antojo*? What does she conclude about her Spanish?
- 8. *Why are the old aunts concerned about Yolanda's plan to travel alone? What Island situation is indicated by the remarks of the old aunts and the presence of a private guard? Why do you think Yolanda wants to travel alone?
- 9. Why are so many relatives available for Yolanda to contact as she travels?
- 10. *Why does the Altamira grandmother discourage Yolanda from picking guavas? What is meant by the following comment: "The old woman has turned into the long arm of her family" (p. 16)?
- 11. *Do you think the two men who fix the tire pose a danger to Yolanda? Why or why not?
- 12. Prediction: Will Yolanda make the Island her permanent home?

"The Kiss/Sofía," pp. 24-39

- 1. What tradition does the family observe for the father's birthday? How does Sofía alter this tradition?
- 2. What is unusual about the money the father gives his daughters for his birthday? What do you learn about his past life from the explanation about the money?

All rights reserved

Using Dialogue

Directions: Choose some dialogue from the book. Fill in the chart to evaluate the purpose of the dialogue and whether it is effective in moving along the plot.

