



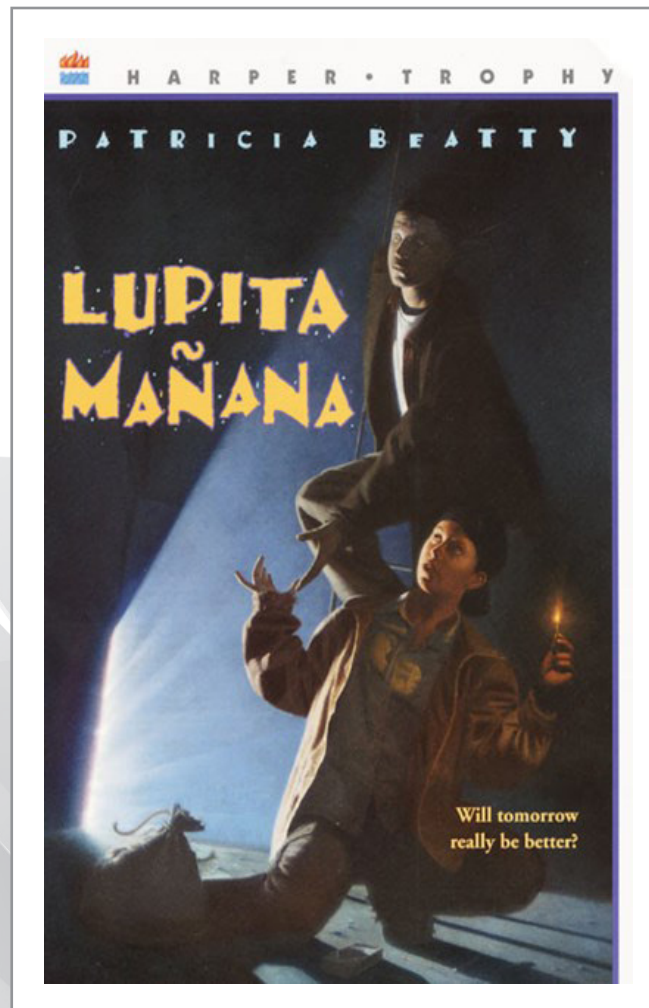
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Lupita Mañana

Patricia Beatty



READ, WRITE, THINK, DISCUSS AND CONNECT

Lupita Mañana

Patricia Beatty

TEACHER GUIDE

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!

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Skills and Strategies

Thinking

Critical analysis,
compare/contrast, problem
solving, critical thinking,
research, predicting

Comprehension

Identifying supporting details
and evidence, making
generalizations and
inferences, cause/effect,
summarizing, main idea

Vocabulary

Synonyms, antonyms,
idioms, Greek and Latin
etymology, parts of speech,
definitions, word mapping,
figurative language, multiple-
meaning words, Spanish

Listening/Speaking

Panel discussions,
interviewing, critical
listening, drama, monologue

Writing

Journal, creative writing,
newspaper editorial, essays,
persuasive, dialogue, letters,
poetry

Literary Elements

Story mapping,
characterization, alternative
plots, multicultural
exploration

Across the Curriculum

Mathematics—problem
solving; Geography—maps;
Technology—research;
History/Economics—research,
immigration laws, panel
discussions, economic
factors, ethnic diversity,
cultural heritage;
Art—illustrating; Music—
composition, multicultural
folk songs

Genre: multicultural, fiction, adventure

Settings: Mexico—from Ensenada to Tijuana; United States—from Mexican border to Colton and Indio, California

Point of View: limited (Lupita’s point of view) third person narrative

Themes: responsibility, risk, courage, loyalty, hope, immigration, assimilation, cultural diversity, restrictionism

Conflict: person vs. person, person vs. authority

Style: narrative, includes Spanish vocabulary

Tone: persuasive, hopeful

Main Characters

Lupita: 13-year-old (14-year-old later in the book) girl who leaves her native country of Mexico to seek work in the United States as an illegal immigrant

Salvador: Lupita’s 15-year-old (16-year-old later in the book) brother who illegally enters the United States with her

Mamá/Mrs. Carmela Garcia de Torres: recently widowed mother of Lupita, Salvador, and four other children

Aunt Consuelo Ruiz: sister of Mrs. Torres and aunt to Lupita and Salvador; lives in poverty in the United States

Uncle Hermilio Ruiz: Aunt Consuelo’s American husband; injured former field worker

Lucky or Lucio: Señor Fidencio’s grandson with whom Salvador goes to live

Summary

Positive 13-year-old Lupita Torres and her 15-year-old brother Salvador engage in a dangerous journey from their homeland in Mexico to Indio, California. Their hopes for reaching the United States and a better life are threatened along the way. Their own courage and the assistance of others enables them to avoid many perils. The opposers they face traveling as illegal immigrants crossing the Mexico/United States border include robbers, guards, and *la migra*, the immigration police. Once they reach America, their troubles do not end. They discover how difficult it is to live as undocumented aliens, always fearing discovery and deportation. In California, the two siblings take low-paying, back-breaking jobs to support their family in Mexico. Through each experience, Lupita and Salvador learn about bravery, loyalty, and responsibility. In the face of risk, however, Lupita lives up to her nickname of Lupita Mañana, for she always carries hope for a better *mañana*, tomorrow.

About the Author

Patricia Beatty wrote more than 50 books prior to her death in 1991 at the age of 69. She co-authored ten more books with her first husband, John Louis Beatty, who died in 1954. As a young girl, Patricia Beatty lived near Native-American tribes of the Pacific Northwest. She took great interest in living on a reservation and began writing about the life of Native Americans. She had many other loves, as well. She was passionate about reading and was interested in history. Another love was the state of California, where, as an adult, Beatty worked in libraries. Of her youth, she wrote, "To me a library was a treasure house..." As reflected in her novel *Lupita Mañana*, Patricia Beatty felt that life could often be difficult and that courage and humor were necessary to lighten the load. Through her novels, Patricia Beatty promoted historical and cultural understanding. For this reason, and because of her passion for reading, the John and Patricia Beatty Award is given each year. This award honors the author of the book that best promotes an awareness of California and its people.

Initiating Activities

1. Preview the Book: Direct students to look at the book title and cover for *Lupita Mañana*. Ask: What does the word *mañana* mean? In what language? What do you think the story will be about? Who are the two characters on the cover, and what is their relationship? About how old do the characters appear to be? Will this novel be humorous or serious? Have you read any other books by Patricia Beatty? Have students make some predictions and list their responses.
2. Predict: Have a student read the back cover aloud. Relate the information given on the front cover, and as a class, predict how the plot will evolve.
3. Sentence Story Starter: Write the following sentence on notebook paper: You and a sibling must help your mother who does not have enough money. Pass the paper to a student. Ask the student to be creative and add the next sentence in the story. Have that student choose someone else to pass to next. Continue in this manner until everyone has added a sentence. Read the story aloud. Reread the story after completing the novel and note similarities and differences.
4. Writing: Given the following clues, students should write a paragraph predicting what they think will happen in the story.
 - poverty
 - crossing the border
 - immigration police
 - hard labor
 - hope for a better future
5. Attribute Web: Create an Attribute Web (see page 5 of this guide) with students for each of the following ideas: courage, loyalty, responsibility, reasons for immigrating, what it means to be a United States citizen.
6. Personal response: Have students respond to the following prompts in a journal: Write about a time when you had to accomplish a task for which you felt unprepared. What was the situation? How did you feel when faced by this task? How did you respond? How do you feel about this situation now? Inform students that they do not have to share their writing with classmates or the teacher.

Chapters 1–3, pp. 9–47

The Torres family is left impoverished in Mexico after the death of Mr. Torres. Lupita and Salvador Torres must smuggle themselves into the United States to get jobs to support their mother and siblings in Mexico. Lupita travels disguised as a boy. The two immediately meet danger when robbers try to take their money on their way to Tijuana, Mexico.

Vocabulary

Spanish:
señor (9)
avenida (9)
bueno (9)
Mamá (10)
mañana (10)
Papá (11)
La Estrella (12)
pobrecitos (16)
gracias (17)
tortillas (22)
gringos (24)
pocho (25)
los muebles (25)
por favor (26)
 stucco (9)
 cannery (10)
 torrent (15)
 confirmation (18)
 sullen (23)
 harbor (23)
 peninsula (24)
 reaffirm (27)
 prow (28)
 frantically (32)
 customary (38)
 pinioned (45)

Discussion Questions

- Why is Lupita called Lupita Mañana? (*The word mañana means tomorrow, and Lupita thinks there is always hope for a better tomorrow. p. 11*)
- Based on information in this section, what kind of relationship do Lupita and Salvador have? (*Salvador is the elder brother and therefore does not like taking his younger sister Lupita's advice; they sometimes argue. pp. 13, 23, 32, and elsewhere*)
- Read the description of the other Mexican men whose behavior is contrasted to that of Lupita's father. Are the men's behaviors described accurately? Why or why not? (*Answers will vary; the other men are described as drinkers and smokers who get into trouble with Mexican authorities. p. 17*)
- What problem is foreshadowed at the end of Chapter 1? (*Financial difficulty is foreshadowed for the Torres family. p. 19*)
- What view of life in the United States does Lupita have based on her observations of tourists and the information contained in her Aunt Consuelo's letters? (*Lupita believes that everyone in the United States is rich. p. 24*)
- How might Salvador feel about being refused as Dorotea Ortega's suitor? (*Answers will vary; his actions show he is angry and bitter. pp. 23–24*)
- Why does Lupita think that she and her brother may be disliked in the United States? (*Answers will vary. Idea: Perhaps it is because of their economic and cultural differences. p. 34*)
- What does Salvador's knife symbolize to Lupita? to Salvador? (*For Lupita, the knife symbolizes the potential for violence; for Salvador, the knife symbolizes protection. pp. 46–47*)
- Why might it be safer for Lupita to travel with Salvador as a boy? (*Answers will vary; perhaps two boys traveling together will not draw as much attention as a sister and her brother would. p. 38*)
- Why does Salvador know more details about entering the United States than Lupita does? (*Salvador has discussed many topics with his friends. Lupita is naïve to the world outside of Ensenada.*)
- What does the event with the robbers show about Salvador and Lupita? (*The two siblings are too trusting of strangers and are not yet aware of the dangers they face. pp. 44–46*)
- Prediction:** How will Lupita and Salvador cross from Mexico into the United States? What dangers might they encounter?
- Prediction:** How will Lupita and Salvador avoid further danger?

Supplementary Activities

1. Internet Research/Mathematics: The Torres family borrows 800 pesos from a money lender. Lupita and Salvador must go to the United States to earn enough money to repay the debt. To understand the Torres family's financial situation, research the current exchange rate (Mexican pesos to United States dollars) to convert 800 pesos into United States dollars.
2. Research: Students should research *immigration*. As a class, students can suggest questions related to the topic. Students can then research the answer to a question individually or as part of a small group. Students should present information orally, perhaps in a panel discussion on immigration, so that everyone benefits from the research.
3. Interviewing: To get students thinking about the variety of people in the United States and their cultural differences, students can interview relatives about their heritage. A class graph can be created showing the different countries of origin.

Chapters 4–7, pp. 48–103

Lupita and Salvador are almost captured by border patrolmen and realize that getting into the United States is difficult and dangerous. They finally cross the border with the help of strangers and find jobs in a hotel and restaurant. Since they are illegal immigrants, however, they live in constant fear of discovery.

Vocabulary

Spanish:
vīboras (48)
tonta (48)
viejos (53)
siesta (55)
muchachos (57)
 perilously (51)
 awestruck (51)
 checkpoint (54)
 beseeching (62)
 cunningly (64)
 slumber (70)
 rebellious (70)
 hopper (82)
 turret (83)
 triumphantly (85)
 exterior (87)
 suffocating (87)
 baritone (88)
 crestfallen (89)

Discussion Questions

1. Why have Lupita and Salvador given up on their childhood dreams of being a teacher and a *charro*? (*The Torres children are poor and lack the education to pursue their dreams. p. 56 and previous section*)
2. Why does Tomás tell the siblings that hundreds try to cross the border from Mexico into the United States, only to be caught? (*Answers will vary. Idea: Tomás preys on the fears and ignorance of people, including Lupita and Salvador. p. 59*)
3. Why don't the border patrol officers allow Lupita, Salvador, and the others to cross into the United States? (*The group is trying to enter into the United States illegally. All but the women and children are arrested. pp. 64–69*)
4. What do their protective actions during the conflict at the border reveal about both Lupita and Salvador? What belief of their mother's is confirmed by these actions? (*The fact that they defend one another as well as others shows that Lupita and Salvador are brave and caring. Their actions confirm their mother's belief that they are both strong and clever. pp. 64–69*)
5. Why doesn't Salvador allow Lupita to beg for money? (*Answers will vary, but Salvador is probably insulted by Lupita's begging because he is their provider. pp. 70–71*)
6. Explain the following statement from the novel: "...[Lupita] tried not to weep and betray the fact that she was a girl." (*Answers will vary. p. 71*)
7. How does their desperate situation in Tijuana begin to affect Salvador physically and emotionally? (*Salvador grows sad and thin; his youth seems to be fading away. pp. 72–73*)