

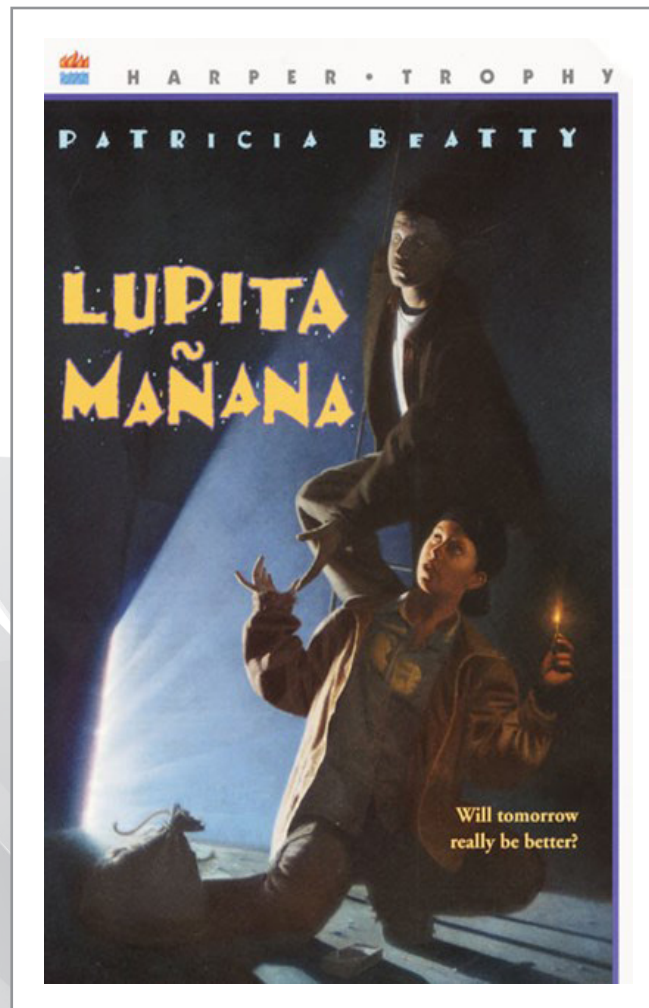


STUDENT PACKET

GRADES 6-8

Lupita Mañana

Patricia Beatty



READ, WRITE, THINK, DISCUSS AND CONNECT

Lupita Mañana

Patricia Beatty

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!

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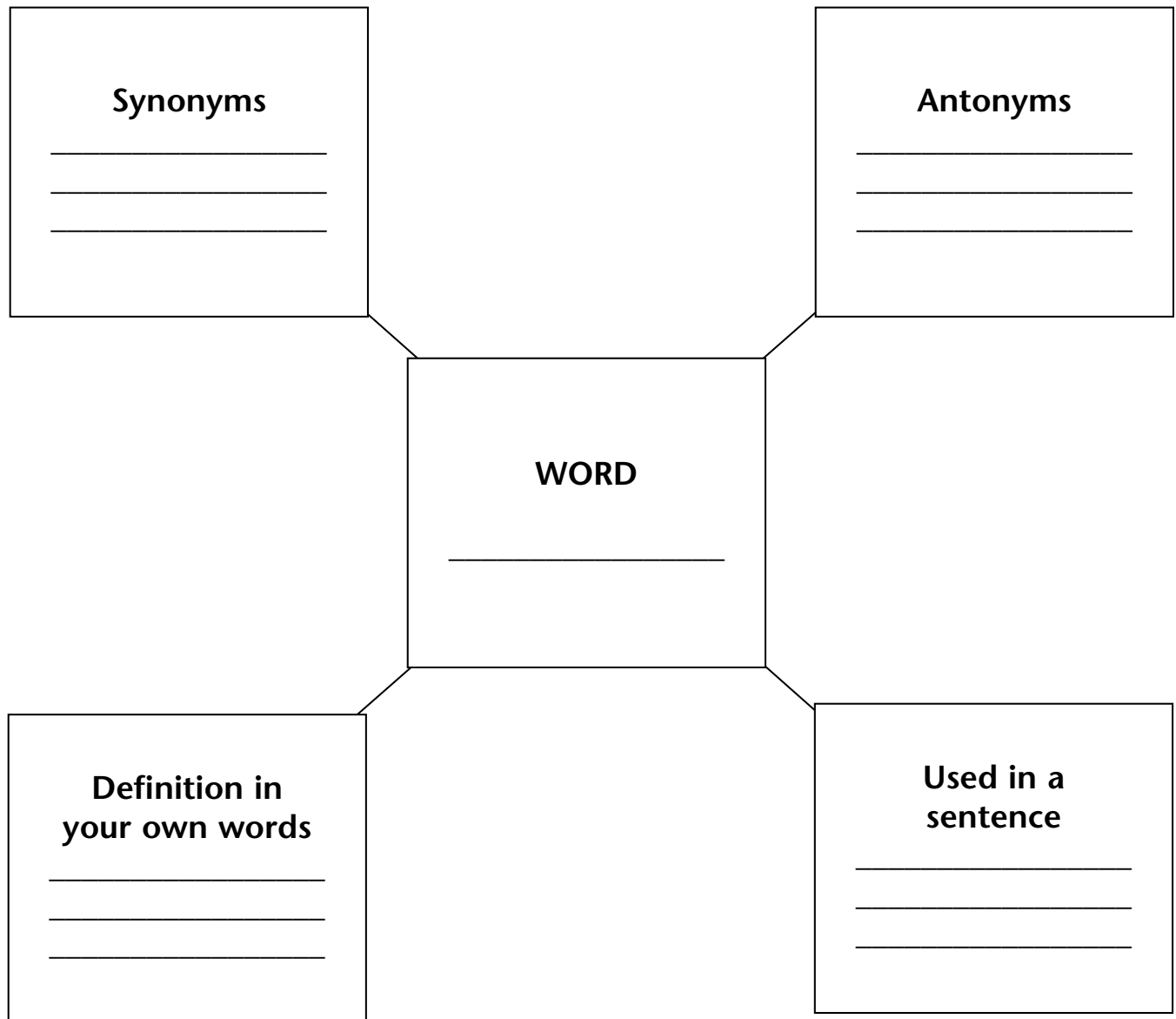
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Name _____

Lupita Mañana
Activity #3 • Vocabulary
Chapters 1–3

stucco (9)	cannery (10)	torrent (15)	confirmation (18)
sullen (23)	harbor (23)	peninsula (24)	reaffirm (27)
prow (28)	frantically (32)	customary (38)	pinioned (45)

Directions: The teacher will assign one of the vocabulary words to you. Turn to the page in *Lupita Mañana* on which the word is found and examine how the vocabulary word is used in context. Complete the word map below and share your results with the class.



Chapters 8–10, pp. 104–136

1. How did the police know that illegal immigrants were working for Señor Rodrigo?
2. What help does Lupita expect to receive from her uncle in Indio?
3. What are the “roads in the sky” that Lupita sees?
4. How does Uncle Antonio describe the deserts in Baja, California?
5. What is meant by the term “wetback”? What is the origin of this term?
6. What is life like for the Ruiz family?
7. What kind of reception do Lupita and Salvador receive from their uncle?
8. Where will Lupita and Salvador live and work in Indio?
9. What opportunity do the Ruiz children have that Lupita and her brother did not have in Mexico?
10. Why hasn't Aunt Consuelo learned to speak English after living in the United States for 20 years?
11. Describe working in the fields.
12. Why does Lupita avoid the truth in the letters she sends home?

Chapters 11–13, pp. 137–186

1. How does Lupita feel about going to the cinema?
2. Describe Señor Fidencio's grandson Lucio.
3. How does Lucio describe dating and love in the United States?
4. What happens to Elena as she works in the fields?
5. Why do the clothes from Lucky make Salvador feel angry?
6. Why isn't Lupita able to try on dresses at the department store?
7. Why does Salvador leave Lupita to live with Lucky?
8. Why is Lupita ashamed after her brother's second visit?
9. Why is Lupita angry when she hears that Salvador wants to buy a motorcycle?
10. What does Lupita's white heart symbolize?
11. What does Aunt Consuelo say to Lupita about returning to Mexico?
12. What amusements does Lupita enjoy, much to her surprise?
13. How does Lupita feel after looking at the other young people at the dance?
14. What vow does Lupita make while at the dance?
15. Why does Lupita decide that she must learn English after the *baile*?

Name _____

U.S. Immigration

Directions: Use the Internet and other research sources to find information regarding visas and how to apply for U.S. citizenship. Record the information in the chart below. (This information can be used to create a brochure, slide show, PowerPoint, or other presentation about how a person can legally immigrate to the United States.)

Non-immigrant Visas	Immigrant Visas	Eligibility Requirements

Briefly describe the process of applying for U.S. citizenship.
