

Who is the Author?

Cynthia Leonor Garza spent most of her childhood under the hot South Texas sun running around with her three brothers. She's a journalist who has worked for several newspapers and her commentaries have appeared on *NPR* and in *The Atlantic*. Of all the lucha libre masks she owns, her favorite one is pink and gold. She currently lives with her two young daughters and husband in Nairobi, Kenya. This is her first picture book. To learn more about Cynthia, find her @luchalady or on her website cynthialeonorgarza.com.

Who is the Illustrator?

Alyssa Bermudez grew up in New York City, where culture and liveliness fed her imagination. Her illustrations have appeared in animation, and on packaging and textiles. Alyssa, along with her mini Mexican folk art collection and two little dogs, can be found in the beautiful and faraway Tasmania, where she currently resides. *Lucía the Luchadora* is her debut into the magical world of picture books. For more, find her @bermudezbahama and on alysabermudezart.com

What might I teach about the author/illustrator?

- Ask questions about careers in writing and illustration.
- Compare and contrast a variety of authors and illustrators and their styles of writing/illustrating.
- Have students research the author and illustrator to find out more about them.

A note on luchadoras, luchadores and lucha libre:

Luchadores* are the larger-than-life stars of the world of lucha libre – the acrobatic and theatrical style of wrestling popularized in Mexico. Many wear masks to help conceal their true identities, although they can be unmasked by their opponent if they lose a match. Luchadores fall into two camps, the heroes and villains, or técnicos and rudos, and fight as individuals or in teams in the ring. Often, lucha matches follow lively storylines filled with twists and turns. But the stories of good versus evil don't end in the ring. The adventures of some of the most popular luchadores have leapt beyond the ring and into comic books, films, and even the streets, where luchadores have transformed themselves into real-life masked heroes fighting for social justice. Luchadores have fought and advocated for many causes, including animals, the environment, and the rights of poor people, children, women, and those living in sub-standard housing. On the flip side, women have long fought – and are still fighting – for their place in the wrestling ring in the largely male-dominated sport. Over the past few decades, many fierce luchadoras have paved a dazzling path into the world of lucha libre and have claimed their spots among the stars.

*In Spanish, the word "luchadores" is used when talking about only male, or both male and female lucha libre wrestlers. The word "luchadoras" refers only to female wrestlers.

For more information, go to:
www.luciatheluchadora.com

Curriculum Guide



What's in this Guide?

- How do I align this book to my standards?
- How may this book be used with my ELL students?
- What cross-curricular connections may be made with this book?
- What social-emotional questions may be discussed after reading the book?
- What are some cultural aspects brought out in the book that may be studied?
- What questions might I ask my class after reading *Lucía the Luchadora*?

How do I align this book to my standards?

Literature, literacy, science, art, mathematics and social studies concepts are addressed in this book. Use the suggested activities in this Curriculum Guide to help align to your standards. Below are some examples from the Common Core State Standards.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

What social-emotional questions may be asked after reading the book?

- How did Lucía feel about herself at the beginning of the book? Do you feel this way too, sometimes?
- How did the taunting words from the boys make her feel?
- Do you think that her Abuela's advice helped her? How?
- Lucía felt so strong with her mask on. Why do you think she felt this way?
- At times Lucía felt "mad, spicy mad." Why did she feel this way? How did she resolve her feelings?
- How did Lucía help the pink crusader who felt so sad? Why was this important for her to do?
- Did Lucía feel proud of her "girl power"?
- Why are feelings important in our lives? How can we help others with their feelings?

How may this book be used with my ELL students?

- With the students, select words to study further. Some examples could be: moxie, luchadora, luchador, lucha libre, agile, identity, crusader, flinch, thunderstruck, and spectacular. Write the words on sentence strips and have students write definitions on other separate sentence strips. Mix the sentence strips up and have them match the word with the definition.
- Have students make a list of the action words in the book and describe what they mean in groups of two or three. Words could include: dash, jump, leap, charge, catch, dive, spin, and bolt. Use TPR (Total Physical Response) to make these words come to life!
- Study onomatopoeia and discuss what the words mean. Have a 10 minute Word Scavenger Find to find the words. These could include: pow, bam, boom, crash, ka-pow, wham, whomp, yip, yelp, whee, zap, and clap.

What are some cultural aspects brought out in the book that may be studied?

- Look through the illustrations. Are there some pictures that you don't recognize? What might those be?
- There are some Spanish words in the book. What are those words? What do they mean?
- Brilliant colors are used in this book's illustrations. Compare and contrast these colors to the pottery called talavera from Puebla, Mexico. How are they similar or different?
- What is the meaning of lucha libre? Where did it originate? How long has it existed and where was it first introduced?
- There is an illustration of El Santo inside the book. Who was he? When did he live? How did he represent justice and the fight against evil?

What cross-curricular connections may be made with this book?

- Art: Look at the illustration style and the Mexican folk art in the drawings.
- History/Social Studies: Find South Texas on a map and trace the history of the luchadores that stem from Mexico. Read about past and current luchadores/luchadoras, especially "El Santo" and discuss what they do and why they do it. Have the students create their own "secret" identity and write about it.
- STEAM: Have the students create masks by engineering a design and figuring out how to fit a mask on a face. Discuss the symmetry of the design and which tools and resources would be best for creating such a mask. Have the students use geometric figures to make their masks, and incorporate some of art and design elements from the book

What questions might I ask my class after reading *Lucía the Luchadora*?

- What are some important story elements? Setting? Details? Plot? Characters? Problem? Solution?
- What are luchadores and luchadoras?
- Why are masks something that the luchadores/luchadoras use?
- How did Abuela help Lucía?
- Were there times that Lucía felt sad or angry? Do you feel this way sometimes?
- How did Lucía show her feelings?
- How did Lucía help others? Why did she?
- How might you create a mask? What designs would you use? Why?