

Friends from the Other Side/Amigos del Otro Lado

written by Gloria Anzaldúa

illustrated by Consuelo Méndez

About the Book

Genre: Fiction

Format: Paperback, 35 pages

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Reading Level: Grades 2-3

Interest Level: Grades K-2

Guided Reading Level: P

Spanish Reading Level: P

Accelerated Reader® Level/Points: 2.3 - 0.5

Lexile™ Measure: 640L

*Reading level based on the ATOS Readability Formula

Themes: Childhood Experiences and Memories, Courage, Discrimination, Empathy and Compassion, Friendship, Immigration, Overcoming Obstacles, Persistence and Grit, Realistic Fiction, Texas, Tolerance and Acceptance, Bullying, Conflict resolution, Kindness and Caring, Mexico, People In Motion, Poverty, Respect, Citizenship, Responsibility, Bilingual, Latino/Hispanic/ Mexican Interest

Resources on the web:

leeandlow.com/books/friends-from-the-other-side-amigos-del-otro-lado

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

SYNOPSIS

"Did you come from the other side? You know, from Mexico?" So begins the friendship between Prietita and Joaquín, the young boy who, with his mother, has crossed the Rio Grande River to Texas in search of a new life.

Prietita, a brave young Mexican American girl, defends Joaquín from the neighborhood kids who taunt him with shouts of "mojado" or "wetback." But what can she do to protect Joaquín and his mother from the Border Patrol as the van cruises slowly up the street toward their hiding place?

Writer Gloria Anzaldúa is a major Mexican American literary voice. Illustrator Consuelo Méndez is a noted Latin American artist. Both grew up in South Texas. In this, their first collaboration, they have captured not only the hardship of daily life on the border, but also the beauty of the landscape and the dignity and generosity of spirit that the Mexican Americans and the Mexican immigrants share.

BACKGROUND

Mexican-U.S border

The US-Mexico border (<http://education.nationalgeographic.com/media/tijuana-border-fence/>) is an international boundary running from the Gulf of Mexico to the Pacific Ocean, stretching 1,954 miles (3145 kilometers) and spanning six Mexican states (Baja California, Sonora, Chihuahua, Coahuila, Nuevo Leon, and Tamaulipas) and four US states (California, Arizona, New Mexico, and Texas). In the United States, Texas has the longest stretch of the border of any state, while California has the shortest. There are forty-five border crossings with three hundred thirty ports of entry.

The US-Mexico border is a result of the Mexican American War of 1846–1848. The war began over the United States annexation of Texas, which a newly independent Mexico had populated in an attempt to create a buffer zone against its gradually encroaching northern neighbor. At the conclusion of the two-year war, the Treaty of Guadalupe Hidalgo ceded what would become the western United States, including California, New Mexico, Arizona, Nevada, and Utah.

The treaty of Guadalupe Hidalgo of 1848 (<https://www.tshaonline.org/handbook/online/articles/nbt01>), which recognized the annexation of Texas to the United States, the Rio Grande became the international boundary between Mexico and the United States. (<https://www.tshaonline.org/handbook/entries/rio-grande>)

The U.S - Mexico Border in present day (2022)

The situation at the border today in present day, has been at the forefront of a rising humanitarian crisis. Under the current administration, 72% of people who have gone to the border in hopes of entry to the United States have been denied entrance. Many migrants have fled their home countries due to different push factors such as social, political and economic factors. Push factors cause individuals to move from one location to another. National Geographic has a great resource for teaching students about why communities move, learn more about it here (<https://www.nationalgeographic.org/activity/why-communities-move/>).

Currently, only a small percentage of migrant families and children at the border have been allowed into the country. Border encounters have been rising for months since April of 2020, yet the southern border remains closed to nearly all people. Both previous administrations have sent detained migrants at the border into Mexico despite not being from Mexico under the Migrant Protection Protocols Program (MPP). Few has changed since then which is a constant reminder that this a ongoing humanitarian challenge. The American Immigration Council has timeline and graphics to represent the past and present situation at the border, learn more here (<https://www.americanimmigrationcouncil.org/news/facts-about-current-situation-border>).

For educators it is important to remember that children in schools are affected by immigration issues. Immigration policies can and do affect millions of students in U.S. schools today. Especially when considering the immigration enforcement activity that continues to occur in all migrant communities in America. It is important to create spaces where all feel welcome, safe and protected. Colorin Colorado has a full guide dedicated on best strategies to support immigrant students and families, read it here (<https://www.colorincolorado.org/immigration/guide#topics>).

Dehumanizing Language and racial slurs in children's books

The book depicts a moment where the main character is called the racial slur "wetback." Students may need additional historical context and awareness concerning the use of the offensive term. Immigrants crossing the Rio Grande at the Mexican-U.S. border got wet while crossing the river and because some of the people on the U.S side did not like immigrants, they would get called terms like "wetback" and "mojados" in Spanish. These terms can be triggering for students, it is important that educators are able to educate students on the harm that these terms can cause.

"Wetback definition"

According to Meriam Webster (<https://www.merriam-webster.com/dictionary/wetback>) the term wetback is an offensive term that is used as an insult for Mexicans who enter the U.S. illegally. The first known use of the term dates back to the 1920 and the history and etymology for wetback refers to the "practice of wading or swimming the Rio Grande where it forms the U.S. - Mexico border".

"Operation Wetback"

Was a repatriation project of the United States Immigration and Naturalization Service to remove undocumented Mexican immigrants (pejoratively referred to as "wetbacks") from the Southwest (<https://www.tshaonline.org/handbook/entries/operation-wetback>). This operation began in Texas mid-July 1954. During this time, the term "wetback" was used everywhere and spread across the pages of the country's major newspapers. Approximately 300,000 people were swept up in this Eisenhower-era campaign with a racist name; the Immigration and Naturalization Services claimed that 1.3 million people were deported. This operation was short lived and only lasted a few months (<https://www.history.com/news/operation-wetback-eisenhower-1954-deportation>)

Bracero Agreement (1924 - 1964)

According to the Immigration and Ethnic History Society, a project from the University of Texas at Austin, "Labor shortages during the WWII led to the U.S government to negotiate with the Mexican government to recruit Mexican workers, all male and without their families to work on short-term contracts in U.S agriculture and in other war industries. Mexicans participated in the belief that becoming braceros temporarily would enable them to acquire additional skills and knowledge while earning higher wages than available in Mexico" (<https://immigrationhistory.org/item/bracero-agreement/>). This program allowed about 4.6 million Mexicans to cross the border legally (<https://www.npr.org/sections/thetwo-way/2015/11/11/455613993/it-came-up-in-the-debate-here-are-3-things-to-know-about-operation-wetback>). In practice, many became trapped in cycles of working abroad for higher wages in harsh manual labor agricultural jobs in the United States.

Herb Woman - Curandera

Curanderas, female healers, and curanderos, male healers, have existed in many different cultures and societies throughout history, and have used natural elements, such as plants and rocks, to heal ailments and illnesses. Women specifically have upheld prominent roles as healers, particularly through their involvement with midwifery and their special knowledge of healing properties. To learn more about curanderas and curanderismo, consult the Western Journal of Medicine's article, "Curanderismo and Latino Views of Disease and Curing" (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1011018/>) as well as the VISTAS online article, "Cultural Awareness: Understanding Curanderismo" (<https://www.counseling.org/docs/default-source/vistas/>)

[article_396cfd25f16116603abcacff0000bee5e7.pdf?sfvrsn=f2eb452c_4](https://www.leeandlow.com/books/friends-from-the-other-side-amigos-del-otro-lado/article_396cfd25f16116603abcacff0000bee5e7.pdf?sfvrsn=f2eb452c_4)).

Bullying of immigrant or refugee status students

According to UNICEF, migrant and refugee students face higher levels of bullying across the world, particularly in environments with anti-immigrant prejudice (<https://blogs.unicef.org/evidence-for-action/migrant-children-face-higher-rates-of-bullying/>). It is important to talk to students about bullying and what bullying behavior is. It is repeated or has the potential to be repeated over time. Schools and communities that respect diversity can help protect children against bullying behavior. However, when children are not in supportive environments, they may be at a higher risk of being bullied. Learn more at <https://www.stopbullying.gov/bullying/groups>.

Border Patrol/La Migra

Be sensitive to your students and if some may need additional support in reading a book about border control and policing in their community based on other experiences. For historical context: Border Patrol was established in 1942 as an effort to prevent illegal crossings. In 1952, legislation permitted border patrol agents to board and search a conveyance for illegal immigrants anywhere in the United States. La migra is a slang Spanish term that is used to refer to immigration officers and agencies like Immigration and Customs Enforcement (ICE) and Customs and Border Protection (CBP). Using a tactic that is still used today, agents would perform large raids in which they would arrest hundreds of people at a time. The Border Patrol alone accounted for approximately ninety percent of the U.S. government's apprehensions in 2006. The term La migra has long caused stress and trauma among immigrant communities in the United States. Learn more from "La Migra in the Mirror: Immigration Enforcement and Racial Profiling on the Texas Border" article in The Notre Dame Journal of Law, Ethics and Public Policy:

(<https://scholarship.law.nd.edu/cgi/viewcontent.cgi?article=1092&context=ndjlepp>)

Chicano

During the 1960s and 1970s, The Chicano movement was led by Mexican American university students to that demanded social betterment. The students used Chicano to represent their rediscovered heritage, their youthful assertiveness, and their militant agenda. These students and their supporters used the term Chicano to refer to the entire Mexican-American population, however they understood it to have a more direct application to the politically active parts of the Tejano community. (<https://www.tshaonline.org/handbook/entries/chicano>)

Chicano/Chicana is used to describe someone native or descendant from, Mexico and who lives in the United States. Chicano or Chicana is a chosen identity of some Mexican Americans in the United States (https://www.exploratorium.edu/sites/default/files/Genial_2017_Terms_of_Usage.pdf).

Chicano Spanish

The author Gloria Anzaldúa states in her author's note at the end of *Friends from the Other Side/Amigos del Otro Lado* that the Spanish that is used in the Spanish translation is known as Chicano Spanish. Chicano Spanish is spoken by many Mexican American people and it is different from the Spanish used in Latin America and Spain.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
- What do you know about (im)migration? What does the word (im)migration mean to you?
- Do you know anyone who has immigrated to the United States? What are some reasons why you think people immigrate to the U.S.?
- What do you know about the United States-Mexico border? Do you think it is safe or dangerous to immigrate from Mexico to the United States? Why?
- What is a border? Why do we have borders?
- Tell students that this is a bilingual book in English and Spanish. If students speak Spanish and are comfortable sharing, ask them how it felt to read a bilingual book in both English and in Spanish. What was the experience like reading the book in English? What was it like in Spanish? Have students discuss the different translations.
- Ask students if they have ever had to stand up for a friend or for others during challenging times. What was that experience like? How did it feel to stand up for someone?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book *Friends from the Other Side / Amigos del Otro Lado*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Gloria Anzaldúa's Biography:** Read about the author inside the book after the title page. What do you think inspired her to write *Friends from the Other Side / Amigos del Otro Lado*. What does her process look like for writing a picture book?
- Encourage students to stop and jot down notes in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students write down their feelings in their notebooks during reading. After reading, ask students why they wrote down those feelings and have them write journal entries about them.

- Ask students to make a prediction: Do you think this book will be fiction or nonfiction? What makes you think so? What clues are given that help you know whether this book will be fiction or nonfiction?

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- ask students to read the book to find out what the title means
- what role words play in this story
- how acceptance and care are critical to relationships
- how immigration affects families across Mexico and the United States
- how friendship and community are represented in this title
- how it is important to gather community support to tackle issues that challenge and affect those in the community

Encourage students to consider why the author, Gloria Anzaldúa, would want to share this story with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

wetback, mesquite tree, boils, herb woman, mojadito, mojados, machos, tumbledown shack, water-streaked tarp, border patrol, loteria, la migra, Chicano migra, illegals, gringo

Academic

limp, ashamed, hurried, healing, stiff, appreciate, bowing, canvas, bad-mannered, squatting, gnarled, sores, tremble, drawing, fright

NOTE: The book depicts a moment where the main character is called the racial slur "wetback." Students may need additional historical context and awareness concerning the use of the offensive term.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Where is Prietita when she sees Joaquín? Where does Carlito's mamá work?
2. What was Joaquín selling?
3. How was Joaquín dressed?
4. What did Prietita notice about Joaquín's Spanish?
5. Where is Joaquín from?
6. How does Prietita describe Joaquín? What did the janitors vote on?
7. Where does Prietita want to take Joaquín? What does mamá ask Carlitos for?
8. Why were the neighborhood kids yelling? Who all stood and marched with mama and the rest of the janitors?
9. How did Prietita stand up for Joaquín?
10. How were the neighborhood boys being mean to Joaquín?
11. How does Joaquín feel about Prietita after she defends him from the neighborhood boys?
12. Where does Joaquín live?
13. What did Prietita notice on Joaquín's family face when she visited their home?
14. What does the woman tell Prietita about why they had to cross the river?
15. What does Joaquín say about the situation on "this side"?
16. What does Prietita start doing with her lunch?
17. What happens when Prietita and Joaquín are playing lotería?
18. What was Joaquín worried about when he heard "The Border Patrol's coming"?
19. Where does Prietita take Joaquín and his mom to hide?
20. What does the herb woman tell Joaquín and his mom?
21. What was the border patrol van doing?
22. What would the chicano migra ask people?

23. What is the gringo side of town?
24. What happens two hours after the border patrolmen leave?
25. What does the herb woman teach Prietita?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Friends from the Other Side / Amigos del Otro Lado* mean to you after reading the book? Why do you think the author/illustrator chose this particular title?
2. Why do you think Prietita decided to stand up for Joaquín when the neighborhood boys were bullying him?
3. Why do you think Joaquín's family immigrated to the United States? Why is life just as hard for his family in the United States?
4. The power of words can be harmful when they are used to hurt people. Why is it important to be mindful of how words are used?
5. What do you learn from the friendship Prietita forms with Joaquín?
6. Why do you think that it is important to stand up for something that isn't fair or just?
7. What does *Friends from the Other Side / Amigos del Otro Lado* teach us about the importance of community and family relationships?
8. Why do you think the herb woman helped Joaquín and his mother hide from the border patrol?
9. What overall lesson or theme do you learn from reading the title *Friends from the Other Side / Amigos del Otro Lado*?
10. What other books or movies does this story remind you of? Why?
11. What do you think Joaquín thinks of the U.S.? Why? If he wrote a letter home, do you think he would encourage other friends or family to come? How might his perspectives of the U.S. change from the beginning of the story to the end?
12. What are some ways Prietita and the other neighborhood children can learn about Mexico, from where Joaquín and his family emigrate?
13. Why do you think the neighborhood children used hurtful language towards Joaquín? Why do you think they are unwelcoming to Joaquín and immigrants like him when they don't even know him? What advice do you have for helping them learn about others and be more welcoming?
14. What do you think Joaquín needs to feel safe and welcome in the U.S.? Who (what community helpers) in the community can help him?
15. Think about when you have changed grades, tried a new activity, or if you ever changed schools. How did it feel not to know many people? How did you make friends with someone?

What advice do you have for Joaquín to make new friends?

16. Share a time someone stood up for you or you stood up for someone else. How did that make you feel knowing someone is looking out for you?
17. Do you think this story is relevant to today? Why or why not?
18. Why do you think the author tells this story from the perspective of Prietita? How would it be different if it was told in the perspective of Joaquín?
19. Prietita is friends with Teté and the other neighborhood kids but they disappoint her when they mistreat Joaquín. Should she still be friends with them? Why or why not? How can she help them learn to be kinder and better friends to others? How can we use our relationship with someone to encourage them to be kinder and rethink their actions?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. **What is one big thought that you have after reading this book?** What is your takeaway from this book? What would you tell a friend about this book?
2. **What do you think the creators' message is to the reader?** Think about possible motivations behind their intentions to write this book about the friendship that Prietita forms with Joaquín.
3. **Have students make a text-to-self connection.** What kind of connections did you make between the story and your own life? What did you relate to and how did the book make you think of your own childhood or growing up experiences?
4. **Have students make a text-to-text connection.** Did you think of any other books while reading from *Friends from the Other Side / Amigos del Otro Lado*? Why did you make those connections?
5. **Have students make a text-to-world connection.** What kind of connections did you make between the text and art in the book and what you have seen happening in the world, such as on television, in a newspaper, or online? What in this book made you think of that?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to tell what they learned about one of the poems. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about which spread they identified with the most from *from Friends from the Other Side / Amigos del Otro Lado* and why.
5. The book contains some content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all the vocabulary. Expose English Language Learners to multiple vocabulary strategies.
6. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Also remind students to refer to the pronunciations and definitions in small print at the end of some poems when they encounter unknown words. Complete frequent checks for understanding

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)
(Writing Standards, Text Types & Purposes, Strands 1–2 and Production & Distribution of Writing, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Have students plot Joaquín's emotions on a chart of negative to positive with each page of the story. For example, if Joaquín is feeling ashamed or sad, that would be a negative emotion. Plot that below a horizontal line with a brief description of what gave him that negative emotion. If Joaquín feels happy or loving, plot those emotions above the horizontal line with a

brief description of what gave him those positive emotions.

2. The neighborhood kids were bullying Joaquín and Prietita decided to stand up for Joaquín. How do you respond to situations where you are not treated fairly or with respect? How do you support those who are in situations where they are not treated fairly or respect?
3. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance, and so on. Illustrate or act out what that emotion looks like in *Friends from the Other Side / Amigos del Otro Lado*.
4. Talk about the power of words. In *Friends from the Other Side / Amigos del Otro Lado*, the neighborhood kids make Joaquín feel ashamed and they call him racial slurs, however Prietita defended him against the bullies and made Joaquín feel safe. Have students share personal experiences in which someone said something that made them feel good and bad. Have students write these on sentence strips. Sort them as a class into "Words that Make Us Feel Good" and "Words that Make Us Feel Bad." How did this exercise help students process these words and emotions?
5. As additional activity to discuss and expand on the power of words, Facing History & Ourselves has a lesson on how to address racist and dehumanizing language. The neighborhood kids use dehumanizing language towards Joaquín and it makes him feel unsafe and scared. The lesson plan is designed to allow teachers to have conversations with their students about race in a safe, sensitive and constructive way. Follow the lesson plan here (<https://www.facinghistory.org/resource-library/discussing-race-and-racism-classroom/addressing-racist-and-dehumanising-language>).

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students come up with a list of questions to ask author of the book *Friends from the Other Side / Amigos del Otro Lado* by Gloria Anzaldúa.** Have students brainstorm a list of questions that would be appropriate for an interview with Gloria Anzaldúa. What do students want to know about the process behind writing a children's book? What does the author want us to know about life living near the border? Encourage students to write a letter to her with their questions as well as what they found most meaningful in the story.
- **Have students analyze the descriptive language that the author uses throughout the story.** How does author Gloria Anzaldúa use descriptive language in her writing? Where are similes used in *Friends from the Other Side / Amigos del Otro Lado*. Where does the author use metaphors? Do you notice any other literary devices that she uses in the story? Students can track their findings with sticky notes, and then share their findings with a partner or small group. Have them reflect on the following guided questions: How do the literary devices contribute to the theme of the story? What about the author's voice?
- **Create a story map during the 1st or 2nd read aloud of the book *Friends from the Other Side / Amigos del Otro Lado*.** This will help students follow the different elements in this book. Discuss the main components of the story (characters, setting, problem/solution, theme). You can do this together as a class on chart paper or you can provide students with individual copies of a blank story map organizer. You can find and read more about using story maps graphic organizers here (https://www.readingrockets.org/strategies/story_maps).
- **Encourage students to think about this story from Joaquín's perspective and his experiences of when he first immigrates to the United States.** How might he feel? What might be new and exciting? What might be scary for him? Read more stories from the perspective of characters immigrating to the U.S., such as: *A Movie in My Pillow / Una película en mi almohada* (<https://www.leeandlow.com/books/a-movie-in-my-pillow-una-pelicula-en-mi-almohada>), *Amelia's Road* (<https://www.leeandlow.com/books/amelia-s-road>), *Calling the Water Drum* (<https://www.leeandlow.com/books/calling-the-water-drum>), and *First Day in Grapes* (<https://www.leeandlow.com/books/first-day-in-grapes>). Have students analyze the simile and metaphors that the author uses throughout the story.
- **Have students read *From North to South/Del Norte al Sur*** (<https://www.leeandlow.com/books/2838>). As students reflect upon the story, ask them to compare and contrast what each

the book teaches about adjusting to a new place and problem solving. What is the central idea of both titles? How does *From North to South/Del Norte al Sur* compare to *Friends from the Other Side / Amigos del Otro Lado* (<https://www.leeandlow.com/books/friends-from-the-other-side-amigos-del-otro-lado>)?

- **Provide students with student-audience news articles, videos, and periodicals about immigration, border patrol and the United States-Mexico border.** Ask students to write an opinion essay about how immigration is portrayed in the media. Do you think the media positively or negatively influences how people view immigration and U.S. immigration policies? How?
- **Create a T-Chart. Students can create a t-chart contrasting how Prietita treats Joaquín versus how the neighborhood kids treat Joaquín.** Then write a few paragraphs explaining the differences. Have students reflect on how important it is to treat someone with kindness and how to respond when someone is being bullied or not being treated with respect.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Lead students through a lesson from Re-Imagining Migration called “Talking and Teaching about Walls and Borders,” specifically about the U.S.-Mexico border:** <https://reimaginingmigration.org/talking-and-teaching-about-walls-and-borders/>
- **Geography exploration.** Have students find the Rio Grande River and map the distance of the river to a city in South Texas, like El Paso. Have students write down the distance in miles and determine how long it would take to get to El Paso, Texas walking from a point on the Rio Grande River Mexico border. Have students reflect on their findings. Work with your school or public library to offer a variety of books on Texas and Mexico set today and in the past for students to explore the region, the histories, and the communities. As a follow up to the previous “social change” project, have students plan out a strike for the cause they chose in the previous activity.
- **In groups, ask students to create a two-column list citing** 1) some of the reasons why people immigrate to the United States, and 2) the challenges and risks immigrants face coming to the United States. Do the reasons for immigrating outweigh the challenges and risks?
- **Ask students to find a current events article about U.S. immigration policy or reform to bring in for classroom discussion.** Provide students with critical thinking questions to answer about their articles and bring to their discussion groups.
- **Have students research the history of U.S. immigration policy and create a timeline.** Indicate circumstances that influenced changes in existing policies or created new ones. In groups, ask students to discuss what the policies were addressing and why, the

policies' goals and results, what was occurring nationally that might have influenced the policies, and the impact the policies had on immigrants and United States citizens.

- **Ask students to break down myths and stereotypes about immigration with the Immigration Myths lesson plan from Learning for Justice:** <http://www.tolerance.org/lesson/immigration-myths>
- **Have students research the history of U.S. immigration policy and create a timeline.** Indicate circumstances that influenced changes in existing policies or created new ones. In groups, ask students to discuss what the policies were addressing and why, the policies' goals and results, what was occurring nationally that might have influenced the policies, and the impact the policies had on immigrants and United States citizens.
- **Have students explore what it is like to be an outsider in another country with the "You Have to Live in Somebody Else's Country to Understand" lesson plan from PBS:** http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_01.html
- **Conduct a research study on the history of Border Patrol in the United States.** Have students create a timeline starting with the creation of Customs Border Patrol and have students list the responsibilities of the agency at the time (<https://www.cbp.gov/border-security/along-us-borders/history>).
- **Research the United States operation, Operation Wetback.** The use of the slur "wetback" dates back to an operation that the United States government executed back in Texas in 1957. Have students conduct a research study on the harmful effects of this operation and have students write a persuasive essay challenging the United States government on the repatriation operation (<https://www.tshaonline.org/handbook/entries/operation-wetback>).
- **Learn the history of the term Chicano.** Have students read the article Latino, Hispanic, Latinx, Chicano: The History Behind the Terms by Yara Simón for History.Com. Have students write down their definition of what they think each term is: Latino, Hispanic, Latinx and Chicano. Then have students write down the actual definition for each term. Have students share out what they learned (<https://www.history.com/news/hispanic-latino-latinx-chicano-background>).
- **Extension research project on the Bracero Agreement.** The Bracero Agreement allowed Mexicans to come work in the United States for a period of time during the years 1924 – 1964. Have students research the types of jobs and working conditions many immigrants were forced to work in. Have students write down their findings and share what it was like for Mexican immigrants to work in the United States during that time (<https://immigrationhistory.org/item/bracero-agreement/>).

Science/STEM

((Reading Standards, Integration of Knowledge & Ideas, Strands 7–9 and Range of Reading & Level of Text Complexity, Strand 10) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–5) (NGSS, Interdependent Relationships in Ecosystems, K-2)

- **Conduct a research study about using herbs for healing.** The herb woman begins to teach Prietita how to use herbs for healing Joaquín's skin condition at the end of *Friends from the Other Side / Amigos del Otro Lado*. Have students conduct an internet search on 2-3 herbs that can be used as treatment for minor injuries such as a skinned knee or mosquito bite and have them write down the benefits of those herbs. Students should document their findings in their science journal and share with the class or partner. The National Library of Medicine already has a list of herbs and flowers with medicinal properties. Check it out here (<https://www.nlm.nih.gov/about/herbgarden/list.html>)
- **Conduct a study on how to use herbs in everyday products.** In *Friends from the Other Side / Amigos del Otro Lado* the herb woman is going to teach Prietita how to prepare herbs into a paste. Have students research which types of herbs they would want in their everyday products (lotion, makeup, soap, hair products, lip balm and more) and then have students research the process of making these herbal products. Have students record their research and present what type of product they would like to have that uses herbs to the class. You can even encourage students to try and make these products at home with parents or guardians.
- **Start a school herb garden.** As a class, choose what herbs your students would like to grow, you can refer to the herbs that are listed on the National Library of Medicine website (<https://www.nlm.nih.gov/about/herbgarden/list.html>) from the previous activity. Before starting the garden, teach students how to take care of the herbs and plants. The U.S Department of Agriculture has a great suggestions how to on start a school garden. Check it out here (<https://www.usda.gov/media/blog/2013/08/13/start-school-garden-heres-how>).
- **Research the mesquite trees in Texas.** Have students conduct an internet search on the mesquite trees in Texas. Have them answer and record their answers to the following questions: Where does the mesquite tree grow? What type of climate does the tree grow best in? How much water does the mesquite tree need? What can the mesquite tree be used for? What is the history of the mesquite tree? Students can share and compare their findings with partners. Check out this resource for your students to start their research (<https://www.texasalmanac.com/articles/the-ubiquitous-mesquite>).

Art/Media

(K-ESS3-3 Earth and Human Activity: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment; MS-LS2-5: Ecosystems: Interactions, Energy, Dynamics: Evaluate competing design solutions for maintaining biodiversity and ecosystem services;

(MS-PS3-4: Energy: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample)

- **Encourage students to select the illustration from *Friends from the Other Side / Amigos del Otro Lado* that resonated with them the most.** Have each student write a reflection about the illustration. What stood out to her or him? How did it make the student feel? What did it make her or him think about?

- **Consider having students conduct an illustrator study about Consuelo Méndez.** What is her specific artistic style *Friends from the Other Side / Amigos del Otro Lado*? What types of mediums did she use for the illustrations? How does it compare to the artistic style on her murals? What do you notice is the same? What do you notice is different? You can check out her murals in San Francisco here (https://www.sfmoma.org/artist/Consuelo_M%C3%A9ndez/)
- **Recreate an illustration.** Provide paint to the students and have them recreate their favorite illustration from the story.
- **Play loteria.** In Mexico, children and adults find joy in playing loteria. It is a game similar to bingo and can help build on student's vocabulary and learn a little bit more about Mexican culture. Check out this resource on how to make and play a loteria board game (<https://www.education.com/activity/article/cinco-de-mayo-mexican-loteria-game/>)

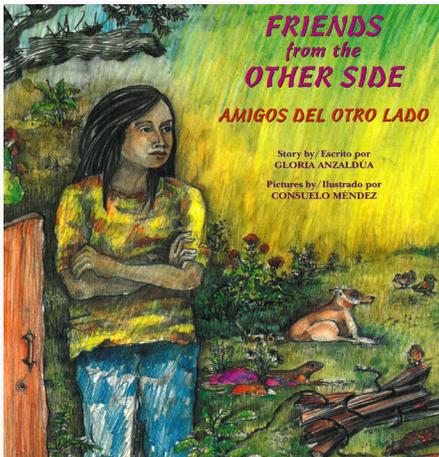
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Have students interview a parent, a guardian, or an adult mentor about their experiences standing up for people who are not being treated with respect.** How did the person react to and handle the situation when they were faced with standing up for someone? What advice does the person have for someone trying to do the same?
- **Ask students to interview someone who has immigrated to the United States.** When did they come to the US? How long have they lived here? Why did they come? How did they travel to the US? What was the journey like? What were their first impressions when they arrived? What challenges did they face? How is their homeland different from and similar to the United States?
- **Have students bring home a copy of *Friends from the Other Side / Amigos del Otro Lado*. Ask students to read with adults at home in English or Spanish.** Encourage conversation and discussion after reading.
- **Encourage students to talk to their families about where their family gets their news (online, the radio, the T.V., friends, international sources). Discuss where their family gets news and what to do if a student hears something concerning in the news.** How can students learn more about current events and ask questions? Encourage families to visit the public library



Ordering Information

General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/friends-from-the-other-side-amigos-del-otro-lado

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Gloria Anzaldúa

Gloria Anzaldúa was a major Mexican American/Chicana literary voice, scholar, and activist. Her first book for Children's Book Press, *Friends from the Other Side/Amigos del Otro Lado*, about a brave young girl's friendship with an immigrant boy and his mother, was praised by *School Library Journal* as "an important book touching on a timely and sensitive issue." She passed away in 2004.

ABOUT THE ILLUSTRATOR

Consuelo Méndez

Consuelo Méndez is a painter and artist from Caracas, Venezuela, whose work is widely exhibited in Latin America. She spent a large part of her growing up years in South Texas before coming to San Francisco to study art. She returned to South Texas in order to do research for this book, which she illustrated in watercolors, graphite and colored pencils, and collage. She has illustrated several books for children.

REVIEWS

"A straightforward bilingual depiction of the variety of responses to Mexican "illegals" by Chicanos already living in Texas. Though her friends' first reaction on seeing Joaquín is hostility toward the young mojado (wetback), Prietita warns them off and befriends him, planning to take him to the herb woman for treatment for the sores he hides under long sleeves. A visit from the Border Patrol hastens the event; the herb woman hides Joaquín and his mother until the danger is past, then shows Prietita how to help her new friend. What's special about this simple story is the realism with which the circumstances are presented. The migra represent the law, and there's nothing negative in their depiction ("even" the Chicano migra laughs when someone makes a joke), but Prietita's kindness is clearly what is valued here. In Méndez powerful mixed-media illustrations, freely drawn graphite lines define the strong, planar faces and the poverty of the surroundings; appropriately, pervasive bleak gray is only somewhat tempered by the hot, bright colors of Latino clothing and the desert. An authentic portrayal; an excellent basis for discussion of an important issue." - *Kirkus Reviews*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.