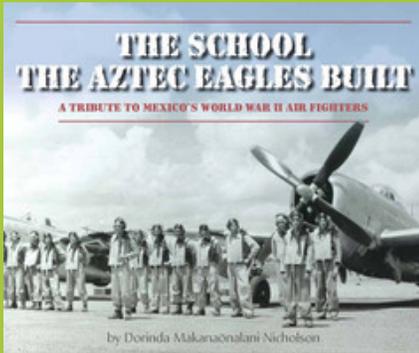


TEACHER'S GUIDE



LEE & LOW BOOKS

The School the Aztec Eagles Built: A Tribute to Mexico's WWII Air Fighters

written by *Dorinda Makanaōnalani Nicholson*

About the Book

Genre: Informational Nonfiction

***Reading Level:** Grades 7–8

Interest Level: Grades 3–7

Guided Reading Level: Z

**Accelerated Reader® Level/
Points:** N/A

Lexile™ Measure: NC1170L

*Reading level based on the Spache
Readability Formula

Themes: World War II, Air Force
Fighters, Teaching/Education,
Overcoming Adversity, Mexican
History, United States History,
Latino/Hispanic/Mexican
Interest

SYNOPSIS

As World War II raged across Europe and the Pacific, Mexico had no plans to participate in direct warfare; but after the bombing of Pearl Harbor, Hawaii, the country pledged support and aid to the United States. This allegiance made Mexico a target.

In May 1942, German U-boats torpedoed two unarmed Mexican oil tankers off the Gulf Coast, forcing Mexico to enter World War II. Mexico's small, peacetime army could not retaliate on its own. With the help of United States president Franklin Roosevelt, Mexican president Ávila Camacho took action and arranged to send one Air Force squadron to fight in the war. Thirty-eight of Mexico's top pilots, and about two hundred sixty additional military crew were carefully selected to form the 201st Air Force Squadron, also known as the Aztec Eagles. The squadron was the first unit in history to leave Mexico on a fighting mission.

To mark this historic event, President Camacho asked the soldiers if they had any last minute requests before they went to war. Sergeant Ángel Bocanegra, a former teacher and now squadron ground crewmember, stepped forward and made a request. He asked that a school be built in his small village of Tepoztlán.

The School the Aztec Eagles Built is an exciting tribute to the bravery and courage of the Aztec Eagles, and to the legacy of an unknown schoolteacher who made a lasting mark on his village.



BACKGROUND

From the author's note: "Perhaps one of the most enduring monuments to Squadron 201 is 'the school the Aztec Eagles built.' The school still commands the center and heart of the village of Tepoztlán. More than six hundred uniformed children enter the building each day to study.

On a visit to Escuela Escuadrón 201 in March 2006, I met with teachers who had been students of Ángel Bocanegra del Castillo. They were proud to teach in the very classrooms where *Maestro* Bocanegra had also once taught. They said his presence could still be felt in the hallways and classrooms of the school.

I also met with the fifth and sixth graders in the school library that day. After the students assembled, I made a special request to Señora Conde, the school principal at the time. "Would the students sing for me?" I asked. "Would they sing their school song, the one written by Ángel Bocanegra, 'The Hymn of Squadron 201,' por favor?"

A portable keyboard was quickly produced, and a teacher sounded the opening chord. The students' high-pitched voices sang the story of how, almost seventy years earlier, Mexicans and Americans had overcome a troubled history, become allies, and fought alongside one another in World War II.

This book is a further tribute to all those great men and women." —Dorinda Makanaōnalani Nicholson

US-Mexican War (1846–1848): The US and Mexico went to war with each other from 1846 to 1848 over the US annexation of Texas in 1845. The US was fueled by "manifest destiny," or the 19th century belief that expansion of American territories across the continent was justified. By the end of the war, Mexico had lost nearly half of its territory to the US, including land that became California, Nevada, Utah, Arizona, New Mexico, and parts of Colorado and Wyoming. Learn more about the US-Mexican War from PBS with its interactive map and timeline (http://www.pbs.org/kerawsmexicanwar/index_noflash.html).

World War II (1939–1945): The Second World War was between the Axis powers (Germany, Japan, and Italy) and the Allied powers (United States, Great Britain, and the Soviet Union). It was the most destructive and

costly war in human history, resulting in an estimated 55 million deaths. Learn more about World War II in Europe (<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005137>) and World War II in the Pacific from the United States Holocaust Memorial Museum (<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005137>).

Additional titles to teach about courage and bravery:

Quiet Hero written and illustrated by S. D. Nelson
<https://www.leeandlow.com/books/quiet-hero>

Brothers in Hope: The Story of the Lost Boys of the Sudan written by Mary Willams, illustrated by R. Gregory Christie
<https://www.leeandlow.com/books/brothers-in-hope>

Crazy Horse's Vision written by Joseph Bruchac, illustrated by S. D. Nelson
<https://www.leeandlow.com/books/crazy-horse-s-vision>

Seven Miles to Freedom: The Robert Smalls Story written by Janet Halfmann, photographed by Duane Smith
<https://www.leeandlow.com/books/seven-miles-to-freedom>

Passage to Freedom written by Ken Mochizuki, illustrated by Dom Lee
<https://www.leeandlow.com/books/passage-to-freedom>

Aani and the Tree Huggers written by Jeannine Atkins, illustrated by Venantius J. Pinto
<https://www.leeandlow.com/books/aani-and-the-tree-huggers>

Irena's Jars of Secrets written by Marcia Vaughan, illustrated by Ron Mazellan
<https://www.leeandlow.com/books/irena-s-jars-of-secrets>



VOCABULARY

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

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

province, Tejas (Texas), abolishment, ratify, annex, Republic of Tejas, US-Mexican War, Good Neighbor policy, Axis powers, Allied powers, Mexican Expeditionary Air Force, Air Fighter Squadron 201, Tepoztlán, Aztec, Pearl Harbor, peacetime army, twenty-one gun salute, Bracero Program, braceros, P-47 Thunderbolt fighter airplane, high-altitude flight, combat missions, Águilas Aztecas, USS Fairisle, General MacArthur, President Ávila Camacho, Porac airfield, Biak, ferry missions, P-47D-30, Clark Air Base, typhoon, Bataan Peninsula of Luzon, Very Long Range (VLR), kamikaze pilots, suicide attacks, atomic bomb, Hiroshima, Nagasaki, navy convoy, friendly fire, disbanded

Academic

delicate, razor sharp, seamlessly, panic, heartache, scarce, tickled, fascinating, captured, dangerously, supervision, conduct, insulted, interfere, bluish, investigate, pumps, blocked, determined, solution, perfected, snapped, perform, grumbled, thudded, cautioned, glorious, innovative, graciously, acknowledged, honorary, appointed, pioneered

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strands 4 and 5 and Integration of Knowledge & Ideas, Strand 7)

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

1. What do you know about WWII (1939–1945)? Who was involved? What were some of the causes of WWII? What were some of the outcomes?
2. What are some reasons that motivate people to join the military?
3. What do you know about prejudice, racism, and segregation? How do these issues affect and isolate groups of people? How do they rely on assumptions and preconceptions?
4. What do you know about discrimination during 1940s in the United States? What challenges and obstacles did people of color face?
5. How would you define courage or bravery? What does courage or bravery look like?

Exploring the Book

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

Read and talk about the title of the book. Ask students what they think the title, *The Schools the Aztec Eagles Built*, means. Then ask them what and whom they think this book will most likely be about. What places or situations might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, dedication, headings, author's note, glossary and pronunciation guide, photographs and captions, maps, author's sources, acknowledgments, and author bio.

Setting a Purpose for Reading

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

Have students read to find out:

- the alliance between the United States and Mexico during WWII
- Mexico's Air Fighter Squadron 201
- the contributions and courage of the Aztec Eagles



- how the Aztec Eagles overcame obstacles and discrimination

Encourage students to consider why the author, Dorinda Makanaōnalani Nicholson, would want to share this story with young people.

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 evidence with their answers.

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3 and Craft & Structure, Strand 4)

- During the 19th century, why were Mexico and the United States enemies?
- Why did Texas declare its independence from Mexico? How did Texas gain its independence?
- What was the US-Mexican War (1846–1848)? What led to the start of the war? What was the outcome?
- What did the Treaty of Guadalupe Hidalgo declare? What was the result?
- When did reconciliation between the United States and Mexico begin? Why?
- Who were the Axis powers? The Allied powers?
- Why did the United States enter WWII?
- How did Mexico provide military aid to the United States?
- Why did Mexico enter WWII?
- How did the Bracero Program benefit the United States?
- How was the Mexican Expeditionary Air Force formed?
- Who was Ángel Bocanegra del Castillo?
- What motivated Ángel to enlist in the Mexican army?
- What was significant about Mexican president Ávila Camacho sending Mexican pilots to fight overseas? Who did he send?
- What was Ángel Bocanegra's request to President Ávila Camacho? Why was this request significant to Ángel?
- What type of training did Ángel and his crew receive at the Pocatello Air Base in Idaho?
- What challenges did the Mexican pilots face during training?
- What was the Women's Army Corps (WAC)?
- Why did the Mexican pilots move their training to Texas? Why were they excited to go to Texas?
- How were the Mexican pilots treated in Texas? What types of discrimination did they face?
- What was Squadron 201's first assignment? When did the Japanese occupation of the Philippines begin and end?
- Why did Squadron 201 call themselves the Águilas Aztecas, or the Aztec Eagles? How was it a fitting description?
- What were conditions like on the USS Fairisle? How did the soldiers pass the time?
- How long was the USS Fairisle voyage from California to the Philippines?
- Who trained the Mexican pilots at Porac Airfield in the Philippines?
- How did the Aztec Eagles help the US liberate the Philippines from the Japanese?
- Compare the responsibilities of the ground crew compared to the flight crew.



★“The neatly designed account is accessible and well-organized. A stirring tribute to an unjustly overlooked group of heroes.”

–*Kirkus Reviews, starred review*

“This tribute to Mexico’s war efforts complements other narratives of groups and individual aviators who aided the cause.”

–*Booklist*

“VERDICT The intersection of military history, biography, and the power of community is unique. An additional purchase for those looking for a multifaceted work of history.”

–*School Library Journal*

28. How was the Biak assignment vital to the safety and performance of the Aztec Eagles? What was involved during the Biak island mission?
29. How did the new P-47D-30 planes acknowledge the US and Mexico? How was this significant?
30. How did three Aztec Eagles die during the Biak island mission? How did Ángel feel about the loss of these three soldiers?
31. What were Very Long Range (VLR) missions? Why were they considered dangerous?
32. How did the Aztec Eagles help the US Navy invade Japan?
33. Who were Japanese kamikaze pilots?
34. What events brought an end to WWII in Asia?
35. How many combat missions and hours of combat flying did the Aztec Eagles complete?
36. What different locations did the Aztec Eagles travel to during their assignments and missions?
37. What was one of the finest tributes to the Aztec Eagles’ efforts?
38. How were the Aztec Eagles honored for their war efforts?
39. How were the Aztec Eagles received when they returned to Mexico? How do you think they felt?
40. How do you think Ángel and the other soldiers of Squadron 201 felt at the Tepoztlán school dedication?

41. What were the positive effects of the partnership between Mexico and the US during WWII?
42. How has the US paid tribute to the efforts of Squadron 201?

Extension/Higher Level Thinking

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

1. Why didn’t Mexico want to lose the Mexican province of Tejas? Why was this territory important to them?
2. Why do you think the Republic of Tejas agreed to become the twenty-eighth US state? Why did they not remain independent? How would becoming part of the US benefit the people of Tejas?
3. During the 19th century, what factors motivated the US to aggressively expand into new territories? What is manifest destiny?
4. Why do you think the Mexican-American War is also known as the Invasion of Mexico?
5. What were the causes of WWII? What events led to the start of the war?
6. How was the attack on Pearl Harbor significant? What was the result?
7. What events led to the formation of Air Fighter Squadron 201?
8. How did WWII unite the US and Mexico? How does war bring different groups of people together?



9. Look at the posters on page 5 and on page 14. What is the overall intent of the poster? What messages or themes does it convey? How were posters used as visual propaganda? What effect did they have on the war?
10. How did the US-Mexican alliance during WWII benefit both the US and Mexico?
11. Do you think Mexico would have entered WWII or agreed to provide military support if the German U-boats did not attack the Mexican oil tankers?
12. Why did Mexican laborers want to sign up for the Bracero Program?
13. Imagine that Mexico did not enter WWII or agree to provide the US with military support. How do you think this decision would have affected US-Mexico relations?
14. How do you think the Mexican soldiers felt being addressed by the Mexican President before their departure for the United States? How do you think they felt about their mission?
15. What significant responsibility did the Aztec Eagles face? What responsibility did they have to the US and Mexico?
16. What did Ángel Bocanegra's request to build a school in his hometown mean to him? Why was this important?
17. Why were the Aztec Eagles allowed to train and work with white US soldiers? How was this significant?
18. How did the war help American and Mexican soldiers overcome their differences?
19. Compared to the US soldiers, what additional obstacles and challenges did the Mexican soldiers face?
20. How did the Aztec Eagle's patriotism overcome the discrimination they faced?
21. How did the Aztec Eagle's Mexican heritage provide unity and encouragement during the war?
22. Why was effective communication between the Mexican and American pilots essential?
23. How is the name Águilas Aztecas, or the Aztec Eagles, a fitting description of the squadron?
24. Who was US General Douglass MacArthur? What significant contributions did he make during WWII?
25. Besides combat, what other factors and war conditions impacted soldiers' survival?
26. Why was the bombing of Hiroshima and Nagasaki significant?
27. What were the short-term and long-term effects of the atomic bombing of Hiroshima and Nagasaki? Do you think the bombings were justified? Why or why not?
28. What were the long-term effects of the alliance between the US and Mexico during WWII?
29. How is this story organized? Why do you think the author chose this format?
30. What can you infer about Ángel Bocanegra from this story? What does his decision to leave his passion and join the military to support his family say about his character?
31. What can you infer about the President of Mexico from the story? What does his decision to keep his promise and build the school say about his character?
32. How is the school that the Aztec Eagles built an enduring monument to Squadron 201?
33. Compare and contrast how Mexico and the US are remembered in history for their bravery and sacrifice in WWII.
34. Why do you think so few people know about Mexico's contributions to WWII in United States and Mexico's history?
35. What message does this story send about courage and bravery?
36. How is this book a tribute to the Aztec Eagles?



Reader's Response

*(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strand 1 and Presentation of Knowledge & Ideas, Strands 4 and 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. The Aztec Eagles demonstrated bravery and courage during their missions. Describe a time that you needed to be brave and courageous. How did you feel? What obstacles and challenges did you need to overcome? What motivated or helped you to be brave?
2. The Aztec Eagles overcame many challenging obstacles, from language barriers to racial discrimination. Think of a time that you faced an obstacle that made it difficult to reach your goal. How did you feel? How did you eventually overcome the obstacle? Are some obstacles too big for people to overcome? Why or why not?
3. Ángel made the difficult sacrifice of leaving his family and job as a schoolteacher to enlist in Mexico's army. Have you ever been faced with a difficult decision? How did you come to a conclusion? What advice would you give to someone faced with a big decision?
4. Squadron 201 carried the significant responsibility of not only representing their country but also being the first Mexican soldiers to fight in a foreign war. Have you ever been in a position or role of responsibility? What expectations were set? How did you feel in that situation? What was challenging or rewarding about your experience?
5. The Aztec Eagles are often referred to as unsung or forgotten heroes of WWII. Have you ever been unacknowledged for your hard work or effort? How did it make you feel? How did you react? Why is it important to acknowledge other people's work or contributions?

6. Racial discrimination results in the mistreatment and isolation of people based on their race and the color of their skin. Have you or someone you know ever been treated differently based on race or the color of one's skin? How did you feel experiencing this or witnessing it? How did you react? What can we do to confront this kind of discrimination?
7. In your opinion, what does it mean to be an American? If you were being interviewed and asked to describe what it means to be an American, how would you respond? How do you or someone you know show American pride?
8. Revisit the author's note in the back of the book. Why do you think the author, Dorinda Makanaōnalani Nicholson, feels it is important to tell this story? What does this story provide? What can we learn from stories about war? How is this story significant today?

ELL/ESL 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 retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.



4. Have students give a short talk about the bravery and courage of the Aztec Eagles.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. 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.

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

(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)
(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)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–2, Presentation of Knowledge and Ideas, Strands 4–6)

1. Provide students with a nonfiction Text Features Identification Chart and have them identify different text features in the book and explain their individual purpose. What purpose does the nonfiction text feature serve? What information does it provide?
2. Ask students to imagine that they are students in the school the Aztec Eagles help build. Have

them write a letter to Ángel Bocanegra from the perspective of a student attending the school. In their letters, ask students to share their hopes and dreams for their futures, express their gratitude for their school and education, and ask Ángel questions about his experiences. If you were a student at Escuela Escuadron 201, what would you want to tell or ask Ángel Bocanegra?

3. Encourage students to write a diary from the perspective of Ángel Bocanegra. Students should include multiple dates and passages from his decision to join the army to his return to Mexico at the end of the war. How does he feel about leaving Mexico, his home, job, and his family? How does he feel about his responsibility as a soldier? How does he feel about training in the US? What is challenging and rewarding about his experiences? What motivates and encourages him? What obstacles does he face? What helps him cope with his feelings? What does Ángel hope or wish for?
4. Encourage students to engage in a class debate about Mexico entering World War II. Using the positive and negative effects of war identified in Social Studies/Geography question no. 6, have students write a persuasive essay from the perspective of someone either for or against Mexico joining in World War II. Students should use examples of historic and contemporary wars and their immediate and long-term effects. Then have students present their essays in the form of a class debate.
5. Ask students to imagine that they are going to interview author Dorinda Makanaōnalani Nicholson. Students should design interview questions they would ask the author if they were on a talk show, news show, or radio show. What do students want to learn more about in terms of the writing process and inspiration or research for the story?
6. Have students read other books about bravery and responsibility: *Quiet Hero: The Ira Hayes Story* (<https://www.leeandlow.com/books/quiet-hero>) and *Seven Miles to Freedom: The Robert Smalls Story* (<https://www.leeandlow.com/books/seven-miles-to-freedom>). Ask students to compare and contrast each story to *The School the Aztec Eagles Built*. How



are the stories similar and different? What themes do they share?

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9)

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

1. In small groups, ask students to analyze the US and Mexico's opposing views on the annexation of Texas in this lesson plan from PBS: http://www.pbs.org/keramexicanwar/educators/two_views_on_texas.html. Have students share and present their different perspectives to the class.
2. On a map, ask students to identify Mexico and trace the Aztec Eagle's journey from Mexico to the Philippines. Have students identify Aztec Eagle air force bases and mission locations, as well as the Axis and Allied powers, on the map. How many miles did they travel? What bodies of water did they cross?
3. Provide students with a timeline outlining the major events and battles during WWII, and ask them to identify the Aztec Eagles' significant contributions and missions on the timeline. Using the timeline, have students summarize how the Aztec Eagles' efforts contributed to different Allied powers victories.
4. Have students research the Japanese occupation of the Philippines during WWII and create a timeline. When did the Japanese occupation of the Philippines occur? What was the Bataan Death March? What was the Battle of Corregidor? What was the "Philippine guerrilla movement"? What significant role did General MacArthur play in liberating the Philippines? How did the Aztec Eagles contribute to the Philippine liberation?
5. In a graphic organizer chart, have students research the cause and effects of the atomic bombing of Hiroshima and Nagasaki. Why did the US bomb Hiroshima and Nagasaki? What were the immediate effects? What were the long-term effects?
6. In a chart, have students list and analyze the positive and negative effects of war on the following: citizens, government, the economy, diplomacy, and the environment. Encourage students to consider how these factors interact and influence each other. In small groups, have students discuss whether the positive outcomes outweigh the negatives.
7. Have students research and create a concept map about Mexico's culture and geography (http://www.readingrockets.org/strategies/concept_maps). Where is Mexico located? What is the relative size and topography? What is the capital? What is the climate like? How does Mexico's geography and climate influence agriculture and industry? What language(s) are spoken there?
8. In a Venn diagram, have students compare and contrast the role of women during WWII and in society at this time. What roles and responsibilities did women have in the war? How did these differ from their responsibilities at home and expectations in society? Explore the Women Aviators in WWII activities from EDSITEMent National Endowment for the Humanities for more information (<https://edsitement.neh.gov/launchpad-women-aviators-wwii>).
9. The Aztec Eagles are often referred to as "unsung heroes" of WWII. Have students research other largely unrecognized heroes (individuals or groups of people) of WWII. Who were they? How did they contribute to the war effort? How did they demonstrate bravery and courage? What challenges or obstacles did they face? Why are they not widely known or celebrated?
10. In a chart, have students research how discrimination affected American soldiers of color during WWII. What type of discrimination and racism did US soldiers of color face? What types of jobs and responsibilities did soldiers of color have? How were soldiers of color fighting a war overseas and a war at home? How did their involvement in the war serve to fuel post-war Civil Rights Movement?
11. Ask students in small teams to research the contributions of African Americans, Latinos, and American Indians during WWII and create a



visual presentation to share with the class. What significant roles did they serve? What challenges or obstacles did they face? How are they remembered or honored for their service? For more information, explore *People of Color: The Home Front* from The National WWII Museum (<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/people-of-color-on-the-home-front.html?referrer=https://www.google.com/>).

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strand 4, Integration of Knowledge & Ideas, Strand 7)
(Writing Standards, Text Types & Purposes, Strands 1-2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-8)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students analyze propaganda posters from WWII with this lesson plan from the National WWII Museum: <http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/ww2-propaganda-posters.html?referrer=https://www.google.com/>. What messages do the posters send? What feelings or emotions do they convey? Then ask students to create their own propaganda poster about a topic that persuades others to support, take action, or join. What is the purpose of your poster? What message do you want to send? What images, words, and symbols will you use to convey specific emotions and provoke a reaction?
2. Monuments and memorials serve to honor a person or an event. Encourage students to create a proposal for a monument or memorial to be built in honor of Squadron 201. What will it look like? What feelings or emotions will it express? What message will it send? What words, imagery, symbolism, structures, and space will you use? How will it acknowledge both the US and Mexico? How will it honor their legacy? How will people interact with the memorial or monument? Then have students present their proposals to the class.
3. Have students honor the victims of the Hiroshima atomic bomb and create origami paper cranes with the 1,000 Cranes Lesson Plan by Arts of Asia in Reach Program from the Allen Memorial Art

Museum at Oberlin College (<http://www.oberlin.edu/amam/asia/crane/Default.html>).

School–Home Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strand 4)
(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–8)

1. If possible, have students interview a member of the US military about his or her experience. What is the person’s job or position in the military? What is their role? What are their responsibilities? What motivated them to join the military? Where are or have they been stationed? What is challenging or rewarding about their career? What advice or recommendations do they have for people interested in joining the military? Students should write down their interviewee’s responses and share them in class.
2. Ask students to interview a parent or guardian to describe a time he or she experienced discrimination or witnessed discrimination toward someone else. How did the experience make the person feel? What did the person do, if anything? What positive changes has the person seen since his or her childhood, or hopes to see in the future?



ABOUT THE AUTHOR

Dorinda Makanaōnalani Nicholson was born in Hawaii and was an eyewitness to the attack on Pearl Harbor on December 7, 1941 when she was six years old. Since then Nicholson has believed it is her mission to bring World War II history to life for young readers. Her works have received starred reviews and awards, including the ILA Children's Book Award for nonfiction, Benjamin Franklin Award, and ALA Notable. *The School the Aztec Eagles Built* has already garnered the SCBWI Book Launch Award for 2012. She was inspired to write *The School the Aztec Eagles Built* after learning about Ángel Bocanegra's request to have a school built in his village, and that the school still stands as a testament to Mexico's Air Fighter Squadron 201, welcoming new students every year. In addition to being a writer and her passion for World War II stories, Nicholson is a Missouri Humanities Council member and an avid hula dancer. She and her husband live in Raytown, Missouri. You can visit her online at pearlharborchild.com.

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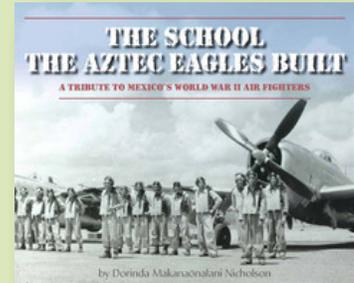
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