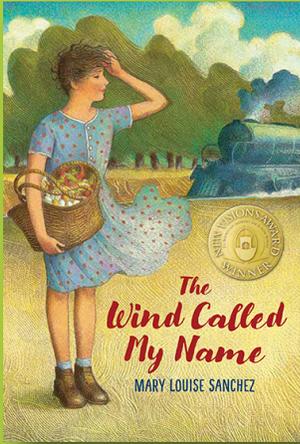


TEACHER'S GUIDE



LEE & LOW BOOKS

The Wind Called My Name

written by Mary Louise Sanchez

About the Book

Genre: Historical Realistic Fiction

***Reading Level:** Grade 6

Interest Level: Grades 4–7

Guided Reading Level: V

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

*Reading level based on the Spache Readability Formula

Themes: Friendship, Great Depression, Wyoming, Historical Fiction, 20th century, Latino/Latinx interest, Mexican American interest, U.S. History

SYNOPSIS

Some days, ten-year-old Margarita Sandoval feels as if the wind might blow her away. The country has been gripped by the Great Depression, so times are hard everywhere. Then she has to leave her familia in New Mexico -- especially her beloved Abuelita -- to move to Fort Steele, Wyoming, where her father has taken a job on the railroad.

When Margarita meets Caroline, she's excited to have a friend her own age in Wyoming. But it often seems like Caroline, like many other people in town, doesn't understand or appreciate the Sandovals' Hispanic heritage. At the same time, the Sandovals discover that Abuelita might lose her home unless they can pay off her tax bill. Can Margarita keep her friend, help her family in New Mexico, and find a place in Fort Steele for good?



BACKGROUND

Author's Note from Mary Louise Sanchez

The Wind Called My Name is loosely based on my mother's life, and on the lives and stories of both sides of my family. Unlike Margarita in my novel, my mother, Margarita Lucia Sandoval, was born in Fort Steele, Wyoming, in 1928. My grandfather, Filadelfio Sandoval, worked on the section, and my grandmother, Josefita (Maes) Sandoval, tended to her family and a large garden. My mother's older siblings—Alberto, Trevino José, Rufina, Elíghio, and Feícita—were born in New Mexico. Her younger brother, Ernesto, was also born in Fort Steele.

When my mother was a girl, her main job was to tend to her blind grandmother, Rufina (Maldonado) Maes, who told many stories about her own life. My great-grandmother was baptized in Arroyo Seco near Taos, New Mexico in 1848 by the infamous rebel priest Antonio José Martínez. (Martínez was later portrayed as a villain in the novel *Death Comes to the Archbishop* by Willa Cather). While I never met my great-grandmother Rufina, I did know my mother's paternal grandmother, Cruzita (Cardenas) Sandoval. When we visited her in the small village of El Carmen, New Mexico, she milked a goat and gave us fresh milk to drink. She became blind later in life, and I can still picture her rolling homemade cigarettes made from loose tobacco in a Prince Albert can.

My mother did write a fan letter to Shirley Temple in the 1930s, and at one school Christmas party, she received a game with instructions in Spanish as described in the novel (though it was not a Monopoly game). She always said the instructions proved to her that Santa Claus was real.

My father, William Gonzales, was born in Chacon, New Mexico in 1927, and moved with his father, José Adelaido Gonzales, and mother, Beroníz (Lovato) Gonzales, to Tipton, Wyoming in 1943. He left behind his beloved dog, as Margarita does in the story. My grandfather worked on the section for the Union Pacific Railroad, as did my uncle, Levi Efreén, and even my dad that first summer. My younger uncle, Manuel, delivered newspapers, which were thrown from the train, while my aunt

Mary loved to play with paper dolls. The family later moved to Rawlins, Wyoming, where my parents met and married in 1943.

Even though I was born and raised in Rawlins, my Hispanic community was tied together by our northern New Mexican roots and close family connections. We knew the names of many of our ancestors, and daily experienced the traditions of the people who colonized the northernmost area of New Spain—today known as New Mexico. I can distinctly remember a family matanza where my grandfather slaughtered a sheep and we cousins watched the steam rise from the grass that was in the sheep's stomach. The women made burrañates and menudo, and the huge curved ribs filled the oven. The long sheep's head was in the refrigerator for another meal of scrambled eggs and brains. Many people of the New Mexican diaspora feel a *querencia*, or desire and yearning, for our ancestral home, and I do too.

New Mexico has a complicated history. In 1598, about four hundred Spanish colonizers and Native servants or enslaved people crossed over the Río Grande from present-day Mexico and advanced up to what is now northern New Mexico. They arrived at a Tewa pueblo called Ohkay Owingeh, which the colonists named San Juan de los Caballeros. The colonists were under the leadership of a man named Juan de Oñate, who sought gold and treasure and punished those who challenged his rule. Over the next eight years, Oñate and his followers explored and settled territory as far northeast as Oklahoma and as far west as the Gulf of California. In order to survive this new land, the colonists depended on many different Pueblo nations to teach them new ways of farming and other life skills. The Pueblo in turn adopted some of the food, plans, livestock, and farm implements the colonists had brought from Mexico. The combination of Puebloan practices and the colonists' Spanish language, music, art, and Catholic faith and traditions created a new and unique cultural landscape in the region. At the same time, Oñate and other colonizers killed or enslaved hundreds of Native people, particularly at the Acoma pueblo. He was eventually summoned



back to the Spanish capital in Mexico City and tried and banished for his cruelty.

Even though the Native people had lived on New Mexican land for centuries, these colonists planted their Spanish flag over it. The two cultures coexisted but also fought with one another until the Native Americans were able to expel the Spanish in 1680, only for the Spanish to return in 1693 with even more colonists. In 1821, Mexico gained its independence from Spain, and the Mexican flag flew over the area. Then in 1848, after the Mexican-American War, the land was taken over by the United States government and the American flag appeared. Today, twenty-three Native American nations remain sovereign states in New Mexico, including nineteen Pueblos, three Apache nations, and the Navajo Nation.

In 1865, after the Civil War erupted, one of my great-great grandfathers, José del Carmel Cardenas, volunteered to fight for the Union. I was able to find preserved archival records that showed he served as a private in the United States of American Volunteer regiment of the 1st New Mexico Cavalry, Company F.

Growing up, I knew my family's stories orally, but I never saw a written story about our culture. Then, in my children's literature class at the University of Wyoming, we read Newberry Award-winning books, and that's when I discovered ... *And Now Miguel* by Joseph Krungold. The setting was the Sangre de Cristo Mountains near Taos, New Mexico, where Miguel herded his family's sheep in the mountains, just as my father had done. After that experience, I have made it a lifelong quest to read books about my unique colonial New Mexican heritage and to search for other authors of Hispanic and Latinx descent."

The Great Depression and Mexican Americans

The job crisis, food shortage, and drought that was characteristic of the American landscape during the 1930s greatly affected people from Mexico and Mexican Americans. The Library of Congress has more information about Mexican and Mexican Americans' wrongful deportation

and repatriation during this time period (<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/mexican6.html>), and students can use this article in *Teen Vogue* as supplemental reading before or after the story (<https://www.teenvogue.com/story/mexican-repatriation-during-the-great-depression-explained>).

Additional LEE & LOW Historical Fiction Middle Grade Titles

Ahimsa written by Supriya Kelkar
<https://www.leeandlow.com/ahimsa>

Step Up to the Plate, Maria Singh written by Uma Krishnaswami
<https://www.leeandlow.com/books/step-up-to-the-plate-maria-singh>

Etched in Clay: The Life of Dave, Enslaved Potter and Poet written by Andrea Cheng
<https://www.leeandlow.com/books/etched-in-clay>

Shame the Stars written by Guadalupe García McCall
<https://www.leeandlow.com/books/shame-the-stars>

All the Stars Denied written by Guadalupe García McCall
<https://www.leeandlow.com/books/all-the-stars-denied>



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.

Content Specific

camposanto, adobe, New Mexico, fedora, Civil War, drought, taxes, gringos, Taos, rosaries, capulín jelly, Chrysler, drought, FERA, bridge tender, Fort Steele, Mentholatum ointment, La Llorona, comal, U.P.R.R., Lent, section foreman, calabacitas, tamales, empanadas, sagebrush, Santo Niño de Atocha, piñón trees, red chile caribe, orange chile pequín, yellow chicos, blue atole flour, lard, Seventh-day Adventists, burrañates, kerosene, quelites, Frigidaire, KePeg, retablo, Ute and Arapaho attacks, pump house, barracks, Carbon Timber Company, North Platte, acequias, Shirley Temple, Model A, refinery, Clark Gable, Little Miss Marker, President Roosevelt, newsreel, Flash Gordon, dicho, Bisquick, basin, coop, havas, chard, Heidi, Little Orphan Annie, Jack and the Beanstock, credits, debits, hollyhocks, the Pledge, The Adventures of Tom Sawyer, potbellied stove, Spam, greasers, ristra, matanza, chicos, pressure cooker, gasket, the Battle of Valverde, son-of-a-gun, whetting stone, morcillas, bristles, Act of Contrition, the Pledge, 'Jingle Bells', coursers, stockings, hunky-dory, Old Mexico, farolitos, luminaria, Las Posadas, empanaditas, biscochitos, hightailed, Ovaltine, pump house, Noche Buena, spittoons, Victrola, tamales, phonograph, barracks

Academic

delicacy, sputtered, wheezed, guzzled, orphaned, tendrils, simmering, tottered, pinged, intercede, speckled, derailment, enameled, grime, cringed, slaughters, scalding, temptation, brittle, burrowed, smoldered, partition, revved

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:

1. Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them?
2. What do you know about the Great Depression? What happened during the Great Depression? How was it caused, and how did it affect people living in the United States?
3. Have you and your family ever had to move? What was it like? How did you make it feel? What kind of emotions did you have to manage as you were moving?
4. How do you and your family honor traditions? What kind of traditions are important to you and why?
5. What does it mean to be a friend? What are the qualities of friendship? How do you support your friends? Why is it important to be loyal to your friends and defend them?
6. How do you demonstrate respect to others? How do you show someone that you care about them and what they believe in, even if it might be different from your beliefs?
7. Why is bilingualism important? If you are bilingual (or speak more than two languages), what does it mean to you? If you are not bilingual, why do you think those languages are significant to that person?

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)

1. **Book Title Exploration:** Talk about the title of the book, *The Wind Called My Name*. 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?
2. **Read Author's Biography:** Read about Mary Louise Sanchez



(<https://marylouisesanchez.com>). *The Wind Called My Name* is her debut middle grade novel. What do you think the process is like to write a book for young readers? Why do you think she wrote this book for young readers?

3. **Encourage students to stop and jot in their reading notebooks during the read-aloud when they:** learn new information, have an emotional reaction or an idea, have a question, or see new words.
4. **Have students quickly write feeling(s) in their notebook during reading.** After reading, ask students why they wrote that feeling down and have them write a journal entry about it. Have students complete one journal entry per reading session.

Setting a Purpose for Reading

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

Have students read to find out:

- how Margarita’s family supports and looks after one another throughout the book
- what the differences are between Wyoming and New Mexico for the Sandovals during this time period in American history
- what friendship means to Margarita and how it changes over the course of the story
- how and why bilingualism is meaningful to Margarita and her family
- how Margarita deals with racism in Wyoming and what bias and injustice looks like in her community
- how food plays a role in Margarita’s culture, traditions, and family gatherings
- why it’s important to advocate for yourself and stand up for your beliefs, identity, culture, and traditions.

Encourage students to consider why the author, Mary Louise Sanchez, wants to share this story about a young girl and her family during the Great Depression with young readers.

NOTE: Spanish words are used frequently throughout the text. The Spanish is not italicized. For students that may be unfamiliar with these words, note that there is a list of dichos (sayings) and a glossary and pronunciation guide in the back of the book. Encourage students to consider why the author, Mary Louise Sanchez, chose not to italicize the Spanish words.

The book uses the racial slurs “greaser” and “beaner.” Students may need additional historical context and awareness considering the use of the offensive terms.

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)

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

Chapters 1–6

1. What place do Margarita and her family visit before they move to Wyoming? What do they do?
2. What does Abuelita Cruzita tell Margarita? What does Margarita tell her in response?
3. Why were Margarita and her family traveling to Wyoming? Where were they leaving from, and what did Margarita say they were leaving behind?
4. Where were Papá and Alberto working?
5. What does Margarita wish for in Wyoming?
6. What is FERA? Who worked for FERA, and what happened?



“Sanchez creates a winning protagonist in Margarita, who adapts to her new life with intelligence, grit, and curiosity... A hopeful historical story with a strong heroine.”

—*Booklist*

VERDICT: “A much-needed and well-written addition to the slate of middle grade novels set during the Great Depression.”

—*School Library Journal*

“This is an important book for our time, compelling and touching. As Mamá would say, ‘¡Qué bueno!’”

—*Karen Cushman, Newbery Medal-winning author of The Midwife’s Apprentice and Grayling’s Song*

7. What does Alberto fear about speaking Spanish in Wyoming? How does the family react?
8. What startles Margarita when she wakes up in Wyoming? Where is their new house?
9. What job is Papá hoping for?
10. What does the family discover outside of the house? How do they feel about seeing all of the vegetables?
11. What does Margarita confide in Abuela Rufina? How does Abuela Rufina respond?
12. Who does Margarita see walking along the dirt path by their house? What did she look like? How does she react when Margarita tells her where she’s from?
13. Why does Alberto tell the family “they have it good in Fort Steele?” What does he read in the paper?
14. Where did Felícita, Ernesto, and Margarita go after dinner? What do they see and discover? What did they need to get?
15. What did Margarita do in the store, and how did Mrs. Hess react? How did she treat the children?
16. Who comes in to the store when the family is there? What does she say?
17. How does Margarita offer to repay the Hesses for the broken lamp?
18. Who greets Margarita on her walk home from the store? Where does she invite her, and what does she say? What does Abuela give Caroline in their house?
19. Where does Caroline think Margarita’s family is from? What does Caroline say about it?
20. What does Caroline say about Margarita’s name? How does Margarita react?
21. Whose grave do Margarita and Caroline see? What does Margarita discover about Caroline and her family?
22. What does Caroline tell Margarita about Fort Steele?
23. Where does Caroline invite Margarita? How does Margarita feel about it, and what does she think about how people treat Caroline?
24. On the drive around town, how does Margarita react when Caroline laughs at her?
25. What movie are Caroline and Margarita going to see? Who are the actors? How does Margarita react to the movie, and what does Caroline say in response?
26. How does Caroline refer to New Mexico and Margarita’s culture? What does Margarita think about it?
27. Why does Margarita ask Felícita about friendship? What does Felícita say?

**Chapters 7–13**

28. Why does Margarita want Bisquick? How does Mamá respond to her request?
29. Who comes over for dinner? What does he say about the different foods?
30. How do Margarita and Caroline enjoy spending time together?
31. How does Caroline react to Margarita's birthday song? What does she tell her to do instead? What does Margarita think to herself about Caroline's attitude toward Margarita, where she's from, and her traditions?
32. What kind of job does Mr. Hess offer Margarita? How does she feel about it?
33. What do Margarita and her siblings start bringing to Mr. Hess's store? How do they want to be paid?
34. What does Miss Shugart call Felícita and Ernesto on the first day of school? What does Margarita think of it?
35. Who does Margarita write her friendly letter to? What does Caroline say to Margarita after she reviews it?
36. How does Caroline react when Margarita hands her a quarter to pay? How does Margarita feel about it?
37. Why does Margarita's plan to avoid Caroline backfire?
38. What do Caroline and Margarita make together when Caroline comes to the house? What does Caroline offer to the family?
39. How does the town react to the Sandovals' tortillas at the Hesses' store?
40. Who moves to Fort Steele? Why are they important to Margarita and her family?
41. What are greasers? Why is this an offensive term?
42. What does Felícita tell the class when asked about what family member fought during the

Civil War? How do some of the students in the class react, and how does it make Felícita, her siblings, and Dolores feel?

43. What does Caroline say to Margarita about what Dolores and Felícita said in class about their family members fighting in the Civil War? How does Margarita answer Caroline?
44. Who does Miss Shugart believe celebrated the first Thanksgiving in America? What does Margarita think about it?
45. How is the matanza important to Margarita and her family? What do they do for the matanza?
46. What does Caroline bring to Margarita during the matanza?
47. How does Caroline react to Margarita's family meal? What does Margarita say in response?

Chapters 14–20

48. What did Miss Shugart ask Margarita and Ernesto to read aloud, and what does Margarita think about it?
49. Whose Christmas tradition was Margarita unfamiliar with, and how does Caroline react when she hears that Margarita didn't know about it?
50. Who is going back to New Mexico? Why? Who does Margarita think might have caused them to go back?
51. What does Caroline say to Margarita on their walk to the store? How does Margarita feel about it, and what does she say in response?
52. What new item do Caroline and Margarita see at the store? How do they react?
53. What is Las Posadas? How do Margarita and her family celebrate it?
54. Who does Margarita overhear talking in the store after she writes her letter to Santa? What do they say?
55. How was Sleepy responsible for the Martínezes leaving Fort Steele?



56. What does Margarita write in her first letter to Santa, and then what makes her write an additional letter later on?
57. What does Margarita overhear while she and Caroline are measuring at the pump house?
58. What customs does Caroline learn about when she goes to Margarita's house for the holiday preparations?
59. When Caroline and Margarita arrive to the pump house to see the surprise Christmas gift, what does Margarita discover? How does she react?
60. How does Mamá respond when Margarita tells her about the washing machines? What does Margarita think afterwards?
61. How does Margarita confront Caroline about the washing machines? What does she ask Caroline?
62. What does Ernesto tell Mamá and Margarita about the store?

Chapters 21–28

63. Who started at the fire at the Hesses' store? What happened between Alberto and Sueño, and what were the eventual consequences?
64. How does Caroline react to the news that Margarita and her family might be leaving? How does this make Margarita feel?
65. What does Margarita teach Caroline about how they celebrate Christmas? What does Margarita's family do, and what does Caroline learn?
66. Who came to the door to investigate the fire at the barracks, and who do they think started it?
67. What are the results of the investigation and the consequences of the fire?
68. What is the next problem that emerges for Papá and Alberto? What do they have to do to continue working for the railroad?
69. How does Margarita help Papá prove that he's an American citizen? What other good news does Papá give the family?

70. Who is the surprise guest at the Christmas program? How does Margarita react?
71. What does Caroline give to Margarita as a Christmas gift?
72. What does Margarita tell the class at the end about her family and the Civil War? How do the students react, and how does Caroline come to Margarita's defense?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; 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 *The Wind Called My Name* mean to you after reading? Why do you think the author chose this particular title?
2. How does Margarita's relationship with Caroline transform over the course of narrative? How does Caroline treat Margarita at the beginning vs. the end of the book? How do Margarita's feelings about Caroline shift in turn?
3. How do Margarita and Caroline teach each other life lessons during the story? What do they learn from each other over the course of the book?
4. How does the environment in Fort Steele change for the Sandovals from the time they arrive to the end of the book? How do people perceive the Sandovals in the beginning of the story, and how do their beliefs evolve over time? What do you think the community collectively learned?
5. What kinds of bias and racist acts do the Sandovals experience over the course of the book? What do these actions look like? How do the bias and racist acts look depending on the character, and how do the Sandovals face the racism they encounter?
6. What does "family" mean to you after reading this story? Have any of your perceptions or feelings toward your family members change after reading this book? How do Margarita's relationships with her family members inspire you to act toward your own family and friends?



7. How does Margarita learn to stand up for herself, her beliefs, and her family? What does her advocacy look like, and how does she fight the injustices that she experiences in Fort Steele?
8. After finishing the novel, read Mary Louise Sanchez's Author's Note. What inspired her to write this story? How can our own lives and experiences be mined for inspiration? How can real life be used in fiction writing?

Reader's Response

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

1. What is one big thought that you have after reading this book? Think about different character changes and the context of Wyoming for the Sandovals during the Great Depression. What did you learn from reading *The Wind Called My Name*?
2. What do you think Mary Louise Sanchez's message to the reader is? Think about possible motivations behind Mary Louise Sanchez's intentions to write the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Margarita's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Wind Called My Name*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *The Wind Called My Name* make you think of that?
6. What kinds of conflicts are presented in *The Wind Called My Name*? Discuss Margarita's conflicts within herself, with peers, with her family, and conflicts in the world. Compare and contrast the different conflicts within the text.

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)

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 each chapter and have students summarize what is happening in the chapter, 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 a character or central figure in the story they admire or connect to the most.
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.
6. The book contains many different Spanish words. Have students highlight them in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable. Students can



also compare their definitions to the sections in the back of the book, “List of Dichos” and “Glossary and Pronunciation Guide.”

Social and Emotional Learning

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3, and Presentation of Knowledge & Ideas, Strands 4-5)

(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4-6)

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 activities to help students study the socio-emotional aspects of *The Wind Called My Name*:

1. In small groups, have students select a passage that resonated with them. Assign students to be the narrator and the different characters featured in the selection. Ensure that the section has adequate dialogue, then have students act out that portion of the story. Have students identify what emotions are being conveyed in this scene, and what makes them think that. How do those emotions then affect their live performance during the reader’s theatre?
2. Have students go on a Social and Emotional Learning scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant Social and Emotional Learning themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions.
3. Encourage students to identify passages where characters manage and resolve interpersonal conflicts in constructive ways. In a chart with four columns, write: What was the cause of the conflict? What was the consequence of the conflict? How does the character(s) resolve the problem? What are additional ways the character(s) could have solved the problem?/ What advice would you give?

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)

1. Have students investigate microaggressions and racism in *The Wind Called My Name*.
 - First, introduce students to what microaggressions are through the following videos: *I, Too, Am Harvard* (<http://www.pbs.org/newshour/extra/daily-videos/how-does-unintentional-bias-impact-people-of-color/>) and PBS’s Lesson Plan, “How does unintentional bias affect people of color?” (<http://www.pbs.org/newshour/extra/daily-videos/how-does-unintentional-bias-impact-people-of-color/>). Students can reflect on the microaggressions from the videos in partners or groups, and then share their thoughts with the whole class. Students can write their ideas on chart paper or in other visual formats so that all of the students can see their thoughts.
 - Then have students go back through the text and document the evidence of microaggressions in the book and who they came from. They can use a T-chart with two columns identifying the character and their individual microaggressions. What do the microaggressions look like? What characters do they come from? How does each incident make Margarita feel? How do the



microaggressions add up to affect Margarita and her family? After the microaggressions have been charted, students can write a reaction essay to the types of microaggressions evident in the book and how they negatively impact Margarita and the Sandovals. If possible and if students are comfortable, they can write about microaggressions they have witnessed in media, books, and everyday life, or may have experienced or caused themselves. How do they relate to what Margarita went through in *The Wind Called My Name*?

2. Complete an “Actions, Outcomes, Response” chart from *The Reading Strategies Book* (<https://www.heinemann.com/products/eo7433.aspx>) to further investigate how characters’ actions impact others. Create the following chart:

Character	Action	Character	Response	Solution
Ex: Caroline	Called Margarita Maggie	Margarita	Told Caroline her name is Margarita	You should stand up for yourself

- Have students examine the different dynamics of characters in the book and how people from Fort Steele affected members of the Sandoval family (i.e. Caroline and Margarita, Sleepy and Alberto). What are the lessons that these characters learned, and what did students learn from reading about these characters’ actions and lessons?
3. Encourage students in literature circles or reading groups to read a select Great Depression title (or titles) of their choosing, such as *Esperanza Rising*, *Blue Willow*, *Out Of the Dust*, or *Bud, Not Buddy*. Compare that text to *The Wind Called My Name*. Assign small teams to explore questions such as:
 - How does each story demonstrate the strength of the family in helping the main character(s) achieve their goals? How do the characters show loyalty and dedication to their family?

- How do the main characters balance their familial duties and roles within their respective families with their personal goals and growth?
 - In what ways do both books explore stereotyping and how do the characters navigate them? What are some specific examples from the text? What did you learn?
 - What could [the character] learn from Margarita? Why? Alternatively, what could Margarita learn from [the character]?
4. Consider having students present to partners or small groups about traditions or food that they enjoy and have a connection with their family. Students can also research the historical context of that food or tradition, and present in whatever format fits their learning needs. Students can refer back to the text and compare their traditions or meals to Margarita’s celebrations and times that she cooks with her family (e.g. the matanzas or using the comal for tortillas). Students can write a compare and contrast essay with their traditions and what they learned about traditions from Margarita and her family.
 5. Assign students in groups for an in-depth character study analyzing Margarita and Caroline. Have the groups and/or partnerships brainstorm about a guiding question: What and how can this character teach us? Encourage students to think about how these characters have made mistakes and also have done good things in the book, and ultimately what they learned from these characters. Have students share their findings: How is this character important to the book, and what lessons did they teach us over the course of the story? How did their actions develop the narrative, and why are they crucial to understanding the meaning of the book? Students can present their findings to the class.
 6. Have students identify a place where Margarita’s character changes in the book. Why do students think that was a point where Margarita changed? How does Margarita feel before the change, what causes the change, and then how does she feel after? Create a graphic organizer with a



column on the left that says “Before,” a column in the middle that says “Event—what happened that caused the change,” and then a column that says “After.”

7. Envision a sequel to *The Wind Called My Name*. What do they think the sequel would be called? Then students can write the first chapter to the second book. What do they imagine happened after Margarita explained her family’s history to the class? Do the Sandovals stay in Fort Steele? What does Margarita and Caroline’s friendship look like? Students can also create a cover for the book; for more details see the Art/Media section of this guide.
8. Have students write a reflection about how bilingualism influences Margarita. How does bilingualism play a role in Margarita’s life? Why is being bilingual important to her and her family? How do Spanish and English each affect her? Have students research more about bilingualism and how it’s beneficial cognitively, socially, and emotionally (<https://www.asha.org/public/speech/development/The-Advantages-of-Being-Bilingual/>).
9. Inspire students to write about friendship after reading *The Wind Called My Name*. What did friendship look like in the book? Have students pick an event from *The Wind Called My Name* and analyze the meaning of friendship in that scene. What did this particular scene teach them about what it means to be a good friend? Why? How does it relate to anything that they’ve experienced with a friend or close family member? Students can write a compare and contrast essay to something that they experienced using the scene from *The Wind Called My Name*.

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; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Have students conduct a Great Depression geography study. Divide students into different groups and have them investigate what the Great Depression looked like in various parts of the country. How did it affect people living there? What were the jobs that people across the United States had to take? The Library of Congress has additional lesson plans and resources on how to teach about the Great Depression (<http://www.loc.gov/teachers/classroommaterials/themes/great-depression/lessonplans.html>).
2. Have students learn more about how American citizens were wrongfully deported to Mexico and the concept of repatriation. Students can use several online resources to research more about repatriation during the Great Depression. Offer the following articles from NPR and the Library of Congress for additional information. Students can present their findings to partners, small groups, or the whole class through a presentation of their choosing.
 - <https://www.npr.org/2015/09/10/439114563/americas-forgotten-history-of-mexican-american-repatriation>
 - <https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/mexican6.html>
 - https://www.loc.gov/teachers/classroommaterials/primarysourcesets/mexican-americans/pdf/teacher_guide.pdf
3. As a follow-up project, have students connect current events in the United States to the repatriation of Mexican Americans (<https://www.washingtonpost.com/news/retropolis/wp/2018/08/13/the-time-a-president-deported-1-million-mexican-americans-for-stealing-u-s->



[jobs/?noredirect=on&utm_term=.doc65849f312](#)).

How does what's happening in the United States today relate and connect to Mexican and Mexican American experiences during the Great Depression? Students can share their results through visual presentations or in writing. What kind of connections did they make? Why did they make those associations?

Art/Media

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

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

1. With the sequel activity in the English/Language Arts section, have students draw a cover image for their follow-up to *The Wind Called My Name*. What kind of materials do they want to use for the cover? Encourage students to think about what they believe will happen in the second book, and how that reflects the artwork for the cover. How can they use the current cover to inspire their work?
2. Encourage students to draw another cover for the current book, *The Wind Called My Name*. What would students want to see in the cover? What was the most important or exciting thing that resonated with them in the book that they would want to show potential readers? Students can create alternate covers based on their reactions after reading the story.

Home-School 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)

1. Interview a family member about the history of their family. Have students talk about

their country of origin. Why is it important to understand your family history? Why is it important to know the different parts of the world where your family is from? If students do not know their family history, have them interview someone about the history of your town or city.

2. Encourage students to think about recipes that they like making at home with their families. Margarita and her family enjoy cooking together, and they are often involved in many of the different processes of making a meal. Students can bring in a recipe from home or consider making it at home and having the class enjoy it during the school day.

ABOUT THE AUTHOR

Mary Louise Sanchez is a retired schoolteacher and librarian. *The Wind Called My Name* is based in part on her family history, particularly the life of her mother, who grew up in Wyoming during the Great Depression. *The Wind Called My Name* is Mary Louise's debut novel. A winner of the Tu Books New Visions Award, Mary Louise lives with her husband near Denver, Colorado. You can visit her website at <https://marylouisesanchez.com/>.

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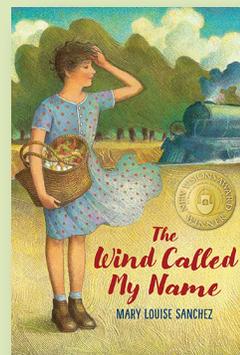
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*Reading Level: Grade 6

Interest Level: Grades 4-7

Guided Reading Level: V

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

THEMES: Friendship, Great Depression, Wyoming, Historical Fiction, 20th century, Latino/Latinx interest, Mexican American interest, U.S. History

RESOURCES ON THE WEB:

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