

Todos Iguales/All Equal: Un corrido de/A Ballad of Lemon Grove written and illustrated by Christy Hale

About the Book

Genre: Nonfiction

Format: Hardcover, \$19.95
40 pages, 8-3/4" x 10-1/4"

ISBN: 9780892394272

Reading Level: Grade 4

Interest Level: Grades 2–8

Guided Reading Level: T

Spanish Guided Reading Level: T

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Bilingual, California, Civil Rights Movement, Courage, Discrimination, Education, Heroism, History, Immigration, Nonfiction, Overcoming Obstacles, Persistence/Grit, Protest, Spanish, Tolerance/Acceptance, United States History, Latino/Hispanic/Mexican Interest

Resources on the web:

leeandlow.com/books/todos-iguales-all-equal

SYNOPSIS

Roberto Álvarez loved school. Along with other Mexican American children, he attended the Lemon Grove School, where all students—Mexican American and Anglo—studied together as equals.

In the summer of 1930, the Mexican families learned of a plan to segregate their children in a small, inferior school. Refusing to let this happen, the parents organized. They filed a lawsuit against the school board, with twelve-year-old Roberto as the plaintiff. On March 12, 1931, the judge announced his ruling, supporting the children's right to equal education. The Mexican American students were immediately reinstated in the Lemon Grove School to learn as equals once again.

With captivating illustrations inspired by vintage citrus crate labels, Christy Hale brings to life the little-known story of the first successful school desegregation case in the United States. It stands as an empowering testament to an immigrant community and its tenacity in the fight for educational equality.

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

BACKGROUND

(FROM THE BOOK)

Before the Lemon Grove Case (From the Backmatter)

Spanish-speaking communities have called California home since 1542, when the explorer Juan Rodríguez Cabrillo arrived in San Diego. In the 1700s, Spain claimed the region and split it into two provinces: Alta California to the north and Baja California below. In 1821, after Mexico gained independence from Spain, both provinces became Mexican territories. From 1822 to 1846, the Mexican government offered land grants to encourage citizens to settle in these regions. In 1848, after the Mexican American War, Alta California was ceded to the United States, while Baja California remained under Mexican rule. California's first constitution of 1849 created a bilingual state, recognizing Spanish and English language rights.

Movement north from Mexico continued, with a surge in the early 1900s. Between the beginning of the Mexican Revolution (1910) and the start of the Great Depression (1929), more than a million Mexicans arrived in the United States. Some fifty families from Baja California settled in San Diego County in southwestern California, creating a supportive and stable community. Rural Lemon Grove was an attractive destination. There were plentiful jobs in the citrus orchards, agricultural fields, packinghouse, and mining quarry.

During the Great Depression (1929–1939), an estimated 1,000,000 Mexicans and Mexican Americans were involuntarily repatriated to Mexico because they were seen as threats to Anglo employment. This was an unconstitutional act of discrimination based on ethnicity, since more than half were United States citizens. Those who remained were targets of prejudice. The children were often segregated into “Americanization” schools.

Against this backdrop, the Lemon Grove School Board met on July 23, 1930, and voted to create a separate school for the Mexican American children in the community. The grammar school had 169 students, seventy-five of them from immigrant families. The school board trustees claimed that “the situation had reached emergency conditions,” noting overcrowding and “sanitary and moral” disorders caused by the Mexican American students. The board members assured themselves that they were doing this for the good of all children. The new school would be in the Mexican area of Lemon Grove, after all. However, the school board did not inform the affected families. The board assumed the Mexican community would meekly accept the plan to segregate their children.

Participants in the Lemon Grove Case: *The Adults*

School board members E. L. Owen, Anna E. Wight, and Henry A. Anderson met in the summer of 1930 to plan a separate school for the Mexican American students.

Jerome Greene, principal of the Lemon Grove School, blocked the Mexican American children from entering the school on January 5, 1931. Greene disobeyed the school board's orders in December 1930 when he asked Roberto Álvarez to alert the families to the board's plan for a segregated

school. The school board fired Greene shortly after the school case ended.

Juan González went to military school in Mexico before joining Pancho Villa's army at age seventeen. González wrote and spoke eloquently. He used his leadership skills to organize farm laborers in the 1920s and became the key organizer for the 1931 Lemon Grove School boycott. He worked with the lawyers who represented the Mexican families.

Ramona Castellanos Álvarez, Roberto's mother, was a member of the Lemon Grove Neighbors Committee. She kept extensive records of all the events in the Lemon Grove case.

Enrique Ferreira, Mexican consul in San Diego, arranged for attorneys Fred C. Noon and A. C. Brinkley to serve as lawyers for the court case.

After the Ruling

Roberto Álvarez vs. the Board of Trustees of the Lemon Grove School District was the first successful school desegregation case in United States history. The Lemon Grove Chamber of Commerce, upset by all the negative publicity, wanted to put the case quickly into the past. Following the ruling, the March 12, 1931, school board meeting minutes did not record the court case. The minutes merely read, "Everything was to continue as it did prior to January 5th." The school board lost state funding while the Mexican American children boycotted but still had to pay for the construction of the new school that would not be used, their own legal fees, and the legal fees of the plaintiff.

The board lacked the financial resources to make an appeal and the case did not go to a higher court, so Judge Chambers's decision did not set a precedent for future school segregation cases. The ruling succeeded in Lemon Grove because the Mexican American children were defined as white, and under California law they could not be separated from other white people.

Outside of Lemon Grove, segregation continued in Americanization schools. In the 1947 case of *Mendez v. Westminster School District of Orange County*, Paul J. McCormick ruled that separate schools for children of Mexican ancestry were an unconstitutional denial of equal protection. A federal appeals court upheld the decision, and California Governor Earl Warren signed legislation ending public school segregation in the state.

While *Mendez v. Westminster* was pending before the court of appeals, Thurgood Marshall, an attorney for the National Association for the Advancement of Colored People (NAACP), wrote a friend of the court brief for the case. This influenced the arguments Marshall later used in *Brown v. Board of Education of Topeka*. In that case, Earl Warren, then Chief Justice of the Supreme Court of the United States, declared in 1954 that school segregation was unconstitutional throughout the country.

Corridos

A *corrido* is a song or ballad that tells a story. The form developed in Mexico in the nineteenth century but descended from romantic tales of medieval Spain. The song is called a *corrido* because it is sung rapidly (the Spanish word *correr* means “to run”). It has a simple tune and no chorus. Traditionally, *corridos* were written about real characters, events, and themes of heroes who fight against injustice. Contemporary *corridos* may be written about any topic and may be historical or fictional.

The common poetic structure of a *corrido* is 36 lines: 9 four-line stanzas or 6 six-line stanzas. There are generally 8 syllables per line, although some lines may have 7, 9, or 10 syllables. The rhyme scheme is often ABCB for four-line stanzas but sometimes AABB. An ABCBDB rhyming pattern is used for six-line stanzas.

A *corrido* includes several conventions, although many *corridos* do not employ all these elements.

- A formal opening or initial call of the *corridista* (singer)
- The location and date of the event and name of the main character
- The arguments of the people involved
- The message
- A farewell/dismissal of the people involved
- The farewell of the *corridista*

Traditional *corridos* were always written in Spanish. When translated into English, the *corridos* often do not rhyme. Today some *corridos* are written in English and some in a mix of Spanish and English.

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:

- What is segregation? What are some examples of segregation? When has segregation occurred in this country? Do you think segregation is still present today? Why or why not?
- Ask students if they have ever heard of school desegregation cases. What do you they think of when you hear the term "school desegregation case?" Why?
- Ask students about equality. What does equality mean to you? What about your family?
- What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? Why or why not?
- Have you ever had to fight for what you believed in? What were you fighting for? Why? How did you fight for your beliefs?
- What does it mean to stand up for what's right? What are some examples from history where people stood up for what they believed in, even though they encountered adversity and opposition?
- What does education mean to you? What does it mean to have the right to an education? Do people have a legal right to an education? Are there people in the world today who still do not have the right to an education? What do you know about them and their situation?
- Who are some examples of young activists? Have you heard about young people standing up for specific causes in history or in the news today? What are their causes? How are they impactful, and why are they important?

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 main title of the book: *Todos Iguales/All Equal*. Then discuss the subtitle: *Un corrido de/A Ballad of Lemon Grove*. 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 Author/Illustrator Christy Hale's Biography:** Read about Christy Hale on the jacket back flap of the book as well as on her website at christyhale.com. She conducted extensive research to write *Todos Iguales/All Equal*. Why do you think research is important when writing a book or doing an assignment about a real, nonfiction, topic?

- Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction to the text or an idea, have a question, or encounter new words.
- Have students quickly write a feeling in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

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

Have students read to find out:

- who Roberto Álvarez was and how he and his community stood up to injustices against Mexican American children at the Lemon Grove School and their right to an education
- how parents and families advocated for their children's right to an education at the Lemon Grove School
- how Roberto Álvarez, his classmates, and their families demonstrated persistence and courage in the face of racism and inequality
- why it's important to learn about the first school desegregation case in history, *Roberto Álvarez v. the Board of Trustees of the Lemon Grove School District*, and the impact it had on American education today

Encourage students to consider why the author/illustrator, Christy Hale, would want to share this story about the courageous fight against school segregation 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. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

Lemon Grove, California, orchards, packinghouse, quarry, Mexican, Anglo, school board, teeter-totter, Juan González, Lemon Grove Neighbors Committee, San Diego, consul, Enrique Ferreira, lawsuit, rummage sales, *Roberto Álvarez v. the Board of Trustees of the Lemon Grove School District*, Judge Claude Chambers

Academic

migrants, peeking, suspicion, shreds, united, huddled, segregating, indicated, implications, pretext, inferior, heritage, boycotted, infringing

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 did Roberto Álvarez love to go?
2. How did Roberto and other children in his neighborhood get to school?
3. In what places did most of the parents in Roberto's neighborhood work?
4. Where did the other students at the Lemon Grove School live? What did they all like to do together?
5. What did Roberto notice on Olive Street?
6. What was the suspicion about the new construction?
7. Who stopped by Roberto's neighborhood? What did he ask Roberto to do?
8. What happened on January 5, 1931, when Roberto and other Mexican American children arrived at school?
9. Where did Roberto and the other Mexican American children have to go to school? How did they react?
10. What was the school on Olive Street like?
11. What was the Lemon Grove Neighbors Committee? What did they decide to do?
12. To where did Juan González and Roberto's mother travel? Who did they meet with and what did they discuss?
13. What did Roberto and his classmates do while the families worked on the lawsuit?
14. Why did the Neighbors Committee select Roberto to represent the children?
15. How did Roberto respond to the judge's questions in court?
16. What was Judge Chambers's ruling? What did the school board have to do?

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 *Todos Iguales/All Equal* mean to you after reading the book? Why do you think the author/illustrator chose this particular title?
2. Why do you think the author/illustrator Christy Hale chose to include the second part of the title, *A Ballad of Lemon Grove*? How is *A Ballad of Lemon Grove* or *Un corrido de Lemon Grove* important to the story?
3. Why do you think the families advocated for their children and their education? How does education improve the lives of children everywhere? How can education make a difference?
4. Why is the *Roberto Álvarez v. the Board of Trustees of the Lemon Grove School District* case important to learn about? Why do you think this case is often excluded from school curricula?
5. What kinds of bias and racist acts do Roberto and the other Mexican American classmates and their families experience over the course of the book? What do those actions look like? How did the families fight against racism and discrimination?
6. If the government told you they wanted you to leave your school and attend a different one for no reason, how would that make you feel? What historical or current events does this remind you of?

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? Think about Roberto Álvarez and the families who fought for equal education. What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think is Christy Hale's message to the reader? Think about Christy Hale's possible motivations behind creating the book. What do you think she wanted to tell her readers?
3. Have students make text-to-self connections. What kind of connections did you make from this book to your own life? Why?
4. Have students make text-to-text connections. Did you think of any books you've read previously while you read *Todos Iguales/All Equal*? Why did you make those connections?
5. Have students make text-to-world connections. What kind of connections did you make from this book to what you have seen in the world, such as on television, in a newspaper, or online? What in this book made you think of that?
6. What does equality mean to students after reading? After reading *Todos Iguales/All Equal*, what does equality mean to you? Why? How has the meaning of equality changed from before you read *Todos Iguales/All Equal*?

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 may alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. The high-quality bilingual text presents ample opportunity to encourage students to engage with both languages. Have one student read the English text and one student read the Spanish text (if applicable in your classroom). Both students who are reading should be biliterate in both English and Spanish. Ask students to compare their experiences. What was it like reading the story in English? What was it like reading the story in Spanish? Have students discuss how the English text was similar to or different from the Spanish text.
3. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
4. 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.
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. Have students consult a map when they are reading the story or present a map to the whole class. Identify where the Lemon Grove School was located. Have students locate their school and discuss its relation to the school in Lemon Grove, California, presented in *Todos Iguales/All Equal*.

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. Roberto, his neighbors' families, and his classmates experienced racism because they were Mexican American. How do you respond to racism when you experience it yourself and/or when you see others experiencing it?
2. In what ways were Roberto, his classmates, and his community able to be persistent and resilient in their continuing efforts to reach their ultimate goal? Show evidence from the book and track the different steps that people took to advocate for themselves and for their education.
3. Which illustration in *Todos Iguales/All Equal* best shows an emotion? Explain which emotion you think it shows. How does the image portray that emotion?
4. 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 *Todos Iguales/All Equal*.

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)

- **Read “A Ballad of Lemon Grove” or “Un corrido de Lemon Grove” in the front of the book with students.** Have students write a reaction to the ballad after they have read it. Why do they think this ballad is important to the book? How do songs and music help people during difficult times? What are some other examples of songs in history that have inspired people to overcome adversity?
- **Have students write a reaction to Roberto’s presence in court.** The school board claimed that the segregated school was not racist but a way “to give special attention to students who spoke poor English and had other ‘deficiencies.’” Roberto responded to the judge’s questions intelligently and in perfect English. How does this scene reflect the stereotypes that people who speak Spanish or other languages face? How did Roberto possibly change the way the school board thought about him and other Mexican American students?
- **Conduct a migration literature unit using the text sets and discussion questions aligned with the Re-imagining Migration Learning Arc Framework (<https://blog.leeandlow.com/2019/10/24/teaching-migration-through-childrens-books/>) featuring *Todos Iguales/All Equal*.** Using the different texts mentioned in the blog according to students’ needs, how do the books relate to one another? How are they different? How are the characters or people’s experiences similar to one another? How is migration presented in each of the books?
- **Have students read and compare another activist who fought for her education, Malala Yousafzai, in *Malala Yousafzai: Warrior with Words* (<https://www.leeandlow.com/books/malala-yousafzai>).** Have students compare Roberto Álvarez and Malala Yousafzai below:
 - Part One: Using a Venn diagram, encourage students to explore the educational injustices that Malala and Robert faced, how their families supported and advocated for education, and the ways they went about achieving educational equality.
 - Part Two: Create a timeline with events and moments from Malala Yousafzai’s and Roberto Álvarez’s lives and careers along with major national events during both time periods that affected Malala and Roberto.

- Part Three: How are Malala's and Roberto's experiences similar? How does a clear goal help each of them overcome obstacles and adversity along the way? What character traits do they share that allow them to overcome obstacles? What legacy has Roberto left behind? What legacy is Malala creating? Have students formalize their ideas and views in an essay presenting the similarities and differences.
- **Have students come up with a list of questions to ask author/illustrator of *Todos Iguales/All Equal*, Christy Hale.** Have students brainstorm a list of questions that would be appropriate for an interview with Christy. What do students want to know about the process behind writing a children's book? How did she conduct her research on the Lemon Grove School and the case of Roberto Álvarez v. the Board of Trustees of the Lemon Grove School District? Why did she want to write a book about this case? Consider contacting Christy Hale to learn more (<http://christyhale.com/>).
- **Have students analyze the historical contexts in *Todos Iguales/All Equal* using a graphic organizer.** *The Reading Strategies Book* (<http://www.heinemann.com/products/e07433.aspx>) suggests that students think about the story as including both the time and place in history depending on their immediate environment. Create a chart that has two columns: one for "environmental conditions" and one for "definition." Underneath "environmental conditions," create rows for "social," "economic" and "political." In the right column, define what those words mean (e.g. "social" is interactions between people). Have students record and on sticky notes the different social, economic, and political conditions during a rereading of the book. Afterward, have students write a reaction about what this exercise was like and what they learned from analyzing different elements of the historical context of *Todos Iguales/All Equal*.
- **Have students write a ballad or song about a cause they are passionate about today in the style of "A Ballad of Lemon Grove" or "Un corrido de Lemon Grove."** Brainstorm a list of the qualities that students observed in "A Ballad of Lemon Grove." Then, have students write a poem evoking the ballad's style about something that they are passionate about today in society. Why did they choose to write about that particular topic? What was it like to write a ballad? (If students wish to write a *corrido*, review with them the purpose and elements of this type of ballad that are presented at the end of the book.)
- **After finishing the book, encourage students to read the different sections of the backmatter at the end of the book.** Students can write a reaction to what they read and how it impacted their interpretation of the story. What new information did they learn? Why is the backmatter critical to a thorough understand of the events related in *Todos Iguales/All Equal*? How does backmatter in nonfiction books help readers understand more about the history presented in the main story?

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)

- **Introduce “primary research” to students and have students conduct a research project on a topic of their choosing** (https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/index.html). For *Todos Iguales/All Equal*, Christy Hale not only conducted research on the Internet, but she also interviewed actual people associated with the Lemon Grove Incident. What is a topic that students are interested in and want to research more about? How can they do additional research outside of the Internet?
- **Conduct a “Social Change” project in your classroom.** After reading *Todos Iguales/All Equal*, have students pick a cause in which they believe. Roberto Álvarez, his classmates, and their families advocated for change in their educational opportunities. Have students brainstorm a list of different causes for which they would want to fight. Then have students pick their top three choices and arrange groups according to interest. In the groups, have students research the topic (e.g. Black Lives Matter) and come up with a way to enact change, whether it's a letter, a flyer, a petition, an online campaign, and so on.
- **Divide students into small groups and have them research other young activists of today.** Students may answer the following questions: What are their causes? What did they accomplish and what does their current work look like? How did they raise awareness about the causes about which they are passionate? Why did these young people become activists about these issues? You may wish to consult these articles to find out more about young activists today: (<https://www.cnbc.com/2018/03/08/these-7-young-female-leaders-are-changing-the-world.html>) and (<https://www.theguardian.com/world/2013/oct/18/teenagers-changing-world-malala-yousafzai>) (<https://www.insider.com/young-activists-climate-change-guns-greta-thunberg-2019-9#shamma-bint-suhail-faris-mazrui-23-youth-advocacy-1>). In writing and/or with videos, students can share their findings about the person of their choosing, including photographs and a description of the person.
- **Assign students a research project on the history of corridos.** For guidance, students may use the information at the end of the book or the information on this website: (http://artsedge.kennedy-center.org/~media/artsedge/lessonprintables/grade-9-12/form_and_theme_mex_cor_what_is_a_corrido.ashx). Encourage students to use the following questions to guide their research process: How have corridos been important to people throughout history? What emotional meaning do corridos have? Why? A contemporary example of a corrido in response to the 2019 El Paso shooting and the article, “El Paso and the Strength of the Mexican Corrido” can be found here: (https://www.kqed.org/arts/13863441/el-lanto-de-el-paso-corrido-walmart-shooting?fbclid=IwAR0h6ljYqwtMtsHzo-FN9QAWI8U5zHTe_rDIQL4gMKEb_V3ezIEA_Hysnio). Students can share their findings with a partner, a small group, or the whole class.
- **Have students create a timeline about school desegregation court cases in United**

States history. Students can conduct research online and use the sources mentioned at the end of the book to complete a list of dates and events relevant to school desegregation cases. Additionally, encourage students to examine whether or not the Lemon Grove case is usually included in timeline about school desegregation and why it's essential to learn about this particular case (<https://www.pbs.org/beyondbrown/history/timeline.html>) (<https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>).

- **As a followup activity, encourage students to research school desegregation today and its impact on modern society.** Consult the New York Times lesson plan about school inequality, "Still Separate, Still Unequal: Teaching about School Segregation and Educational Inequality" (<https://www.nytimes.com/2019/05/02/learning/lesson-plans/still-separate-still-unequal-teaching-about-school-segregation-and-educational-inequality.html>). How is school desegregation still evident in major cities, like New York City and Detroit? How are families and students fighting against school desegregation? What are things that are needed to help advocate against school desegregation?
- **Have students research the geography of Lemon Grove, California** (<https://www.lmongrove.ca.gov/city-hall/about-us>). Many of the families from Mexico settled in Lemon Grove so the adults could work in the orchards and fields. What were they farming? Why did this attract families to immigrate to Lemon Grove from Mexico? What kind of industries are present in Lemon Grove, California, today?

Art, Media & Music

(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)

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

- **Encourage students to select the illustration from *Todos Iguales/All Equal* 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?
- **Have students conduct a research project about the importance of music and song during social justice movements** (<https://www.iep.utm.edu/music-sj/>) (<https://teachrock.org/collection/music-social-justice-movements/>). How and why are music and song important during difficult times, and how do they play a role in uniting people? Why do you think people create and use music and songs during social justice movements? Have students share their findings in a visual and/or audio presentation of their choosing.
- **Consider having students conduct an author/illustrator study about Christy Hale.** Other Lee & Low titles Christy Hale has illustrated are: *Amazing Places* (leeandlow.com/books/amazing-places), the *Elizabeti* series (leeandlow.com/collections/elizabeti-series-collection), and *Sky Dancers* (leeandlow.com/books/sky-dancers). Lee & Low titles she has both written and illustrated are: *Dreaming Up* (<https://www.leeandlow.com/books/dreaming-up>) and *The East-West House* (leeandlow.com/books/the-east-west-house). Display the books for students to examine the illustrations. Then ask students to talk about how Christy Hale's artwork is similar

across the books, and how it differs per book. What is her specific artistic style in *Todos Iguales/All Equal*?

- **Read “A Note About the Illustrations” at the very end of the book.** Christy Hale was inspired by vintage California citrus labels. Students can find photographs or other images of these labels online and compare them to the illustrations. What are the different elements from the citrus labels that they see in the illustrations for *Todos Iguales/All Equal*? Why do the students think Christy Hale was inspired by the labels?

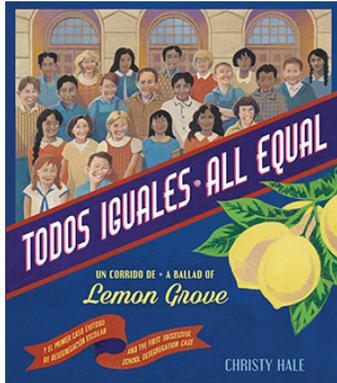
School-Home Connection

(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 her or his experiences fighting for something she or he believes in or going through a hardship.** How did the person react to and handle the situation when she or he was faced with obstacles? What does the person remember about the political climate during her or his youth? What advice does the person have for someone trying to take up a cause and stand up for justice today?
- **Have students bring home a copy of *Todos Iguales/All Equal*.** Ask students to read with adults at home in English or Spanish. Encourage conversation and discussion after reading. Why is the Lemon Grove case important to learn about for people of all ages?



Ordering Information

General Order Information:
leeandlow.com/contact/ordering

Secure Online Ordering:
leeandlow.com/books/todos-iguales-all-equal

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/ILLUSTRATOR

Christy Hale is the author/illustrator of three award-winning children's books, including *Dreaming Up* and *The East-West House*, both published by Lee & Low Books. She has also illustrated several picture books, among them the ever-popular *Elizabeti's Doll* and its sequels. As an educator, Hale currently teaches picture book writing at the Academy of Art University in San Francisco. She has also taught art and graphic design to high school students, and first learned about the Lemon Grove case at an in-service teacher workshop. Hale and her husband live in Palo Alto, California. You can find her online at christyhale.com.

REVIEWS & AWARDS

NCTE 2020 Orbis Pictus Recommended Title

VERDICT "Bilingual text and eye-catching illustrations join a treasure of additional resources to create this significant text. Highly recommended for nonfiction collections for young readers, and perfect for use alongside titles such as *Separate Is Never Equal* by Duncan Tonatuih." *–School Library Journal, starred review*

"Opening with a corrido, a traditional Mexican story-song, the bilingual text in Spanish and English presents a lesser-known chapter of U.S. civil rights history in clear, compelling prose, centering the story in immigrant community action... Essential and enlightening." *–Publishers Weekly, starred review*

"This engaging, bilingual informational text puts [Roberto Álvarez's] fight for equality front and center...A must-have, illuminating gem." *–Booklist, starred review*

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.