



Lucha Libre: The Man in the Silver Mask written and illustrated by Xavier Garza

About the Book

Genre: Fiction

Format: Paperback, 32 pages

ISBN: 9781933693101

Reading Level: Grade 5–6

Interest Level: Grades 2–7

Guided Reading Level: U

Spanish Guided Reading: U

**Spanish Accelerated Reader® Level/
Points:** 4.8/0.5

Lexile™ Measure: AD1140L

*Reading level based on the ATOS Readability Formula

Themes: Bilingual, Latino/Hispanic/
Mexican Interest, Mexico, Spanish,
Sports

Resources on the web:

leeandlow.com/books/lucha-libre

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

SYNOPSIS

The popularity of lucha libre, Mexico's version of professional wrestling, is exploding in the United States, thanks to the television show *Mucha Lucha*. In Xavier Garza's bilingual kids' book about this wild and crazy sport, young Carlitos attends a lucha libre match in Mexico City for the first time. He's with his Papá Lupe, but his Tío Rodolfo, who's supposed to join them, doesn't show up. At ringside, Carlitos sees the famous luchador, el Santo--the Man in the Silver Mask, a man whose eyes look terribly familiar. El Santo even smiles at Carlitos! Carlitos is mesmerized as el Santo is pitted against the terrible forces of evil--los rudos, the bad guys of lucha libre. They make the audience boo and hiss! In the end, though, el Santo triumphs and, in the process, gains a lifelong fan.

Kids of all ages are drawn to the allure of lucha libre and its masked men and women. In *Lucha Libre*, young fans will see this fascinating world come alive: Favorite heroes and much-feared villains, dressed in dazzling and outrageous costumes, strut and prance across the mat and bounce against the ropes, daring anyone to take them to the floor!

¿Sabes que es la lucha libre? ¿Alguna vez has ido a un combate de lucha libre y visto los técnicos y los rudos--los buenos y los malos--vestidos con sus disfraces llamativos y sus máscaras locas? ¿Cómo te sentirías si el luchador más famoso de todos los tiempos se detuviera y te sonriera? Descubre qué le sucede a Carlitos cuando El Hombre de la Máscara de Plata, un hombre que nunca antes había visto en toda su vida, se da vuelta y le hace eso.

Niños, de todas edades, se sienten atraídos por el atractivo de la lucha libre y sus hombres y mujeres enmascarados. En *Lucha Libre*, los jóvenes fanáticos verán este mundo fascinante ven a la vida: héroes favoritos y villanos muy temidos, vestidos con trajes deslumbrantes e indignantes, pavoneándose y brincando sobre el tapete y rebotando contra las cuerdas, ¡desafiando a cualquiera a llevarlos al piso!

BACKGROUND

From Afterword: “Lucha Libre, A Brief but Tremendously Exciting History”

“Even before El Enmascarado Nuñez donned a crude black leather hood or La Maravilla Enmascarada—alias Cyclon Mackey—set foot inside a wrestling ring, people have been drawn to the allure of lucha libre and its masked men and women. Fans have come to view the masked wrestlers as symbols of power and mystery.

In Mexico, lucha libre is the poor man’s theater. For the price of a few pesos, the common man can treat his family to an incredible world filled with heroes and villains cast in leading and supporting roles. In lucha libre, individuals express themselves artistically, using their very own bodies and personalities as a canvas of sorts. They put on colorful—at times, outrageous—costumes, which enable them to become saints, devils, Aztec deities, and other outlandish personalities. They touch upon our childhood fears, taking us back to a more innocent time when we believed that such creatures as vampires and werewolves actually walked the earth. They become defenders of all that is good, personifying even wrestling priests who preach the word of God as they are dispensing divine justice with a clenched fist!

Lucha libre and its roots in Mexico can be traced back to the visionary efforts of Salvador Lutteroth Gonzales. After running a successful family furniture business, he began promoting wrestling cards in what was then called La Arena Mexico, one of the first and most historically significant arenas in Mexico’s history. The Vince McMahon of his day, Lutteroth revolutionized the sport of lucha libre, turning what was once viewed as a mere sideshow into a spectacular extravaganza that depicted the constant struggle of good versus evil. Combining the visual with the dramatic, he created El Murcielago Velasquez (The Bat Velasquez), the first Mexican wrestler to ever wear a mask. Dressing him in a black hood with cut-out silhouettes for his eyes, Lutteroth made the vampire cape-wearing villain a truly frightening sight. Unable to see anything but his eyes, lucha libre fans found themselves irresistibly drawn to this mysterious figure.

Who was he? Where did he come from? El Murcielago Velasquez, while a unique commodity at the time, wouldn’t be alone for long. Having captured the imagination of the lucha-libre-going public, Lutteroth followed up with adversaries who would do battle against this evil, masked ruffian. It was under Lutteroth’s watchful eyes that such legendary heroes and villains as The White Angel, The Blue Demon, The Red Devil, Mil Mascaras, and Jalisco Lightning first came into being. And with Lutteroth as mentor, a young man named Rodolfo Guzman Huerta would go on to become the biggest lucha libre icon that the world has ever known.

HE WORE A SILVER MASK In Mexico, the term “tener angel” is used to identify a person who has that special something that marks him out for greatness. Rodolfo Guzman Huerta had “angel.” Just as Salvador Lutteroth Gonzales revolutionized the sport of lucha libre, so the character created by Rodolfo Guzman Huerta revolutionized the way luchadores were perceived by the general public. The character that fans came to know as Santo, El Enmascarado de Plata became firmly embedded in Mexican popular culture.

El Santo made his start on July 26, 1942. During a 51-year career, he defeated countless opponents, unmasking many of the greatest luchadores in lucha libre history. In 1951, nine years after his in-ring debut, El Santo became the principal character in a series of comic books that bore his name and image. It was because of these comic books that “Santo, the defender of the people,” was born. Seven years later, the vast popularity of the Santo comics led their protagonist into another form of expression—Santo contra El Cerebro del Ma (“Santo versus The Evil Brain”), and Santo contra Los Infernales (“Santo versus The Infernal Men”) were among the first films Santo made in a movie career that spanned over 54 films.

As a movie star, El Santo reached iconic status in Mexico, winning the hearts of millions. Today, these films are viewed as cult classic b-films that captured both the innocence and foolishness of an era. Fans would rush to theaters to see Rodolfo Guzman Huerta don his famed silver mask so he could wage war against the forces of evil in its many shapes and forms. Werewolves, evil scientists, vampire women, or invaders from the planet Mars—El Santo put them all down in defeat as his fans watched from the safety of their seats. Through these films, El Santo helped to give birth to a genre of lucha libre movies that formed a crucial part of the golden age of Mexican cinema.

El Santo's life came to an abrupt end in 1984. His doctor told him he was suffering from a severe heart condition that was both incurable and untreatable. Ever the showman and knowing that his days were numbered, El Santo asked to be interviewed live on national television. During these interviews, he publicly unmasked himself, revealing to all of Mexico a secret identity and face he had protected for over 50 years. Only a few days later, he suffered a heart attack, fulfilling prophecies that were often made in his movies—El Santo without his mask would become a mere mortal like everybody else. El Santo's funeral was televised and was open to the general public. Rodolfo Guzman Huerta, the man who was El Santo in life, was laid to rest wearing his famed silver mask.

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:

- Ask students what they know about lucha libre or other types of wrestling.
- What activities or hobbies do you enjoy doing with your family and friends?
- Ask students to share a memory from when they were younger. What is an important memory you have from your childhood? What does it mean to you?
- 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?
- 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?

You may want to chart student responses questions so that you can refer back to them during or after reading. You could also have students journal their responses to these questions or pose the final question as a KWL discussion and chart so that you can refer back to it throughout and after the reading of the book to further their thinking on the topic(s).

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Book Title Exploration: Talk about the title of the book *Lucha Libre: The Man in the Silver Mask*. 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?

Book Walk: Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, table of contents, author's dedication, and Author's Note at the end. Display the book and analyze the cover. What do students notice in the illustration?

Read Author's Biography: Read about Xavier Garza (<https://www.kens5.com/article/news/community/south-texas-culture-stories-storyteller-xavier-garza/273-7e27e609-2db1-4c81-a2bc-d32a0a7892ed>). What do you think the process is like to write a book for young readers? Why do you think he wrote this book for young readers?

Encourage students to stop and jot in their reading notebooks during the reading when they: learn new information, have an emotional reaction or an idea, have a question, or see new words.

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

Have students 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 each reading session.

Setting a Purpose for Reading

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

Have students read to find out:

- how family members can provide guidance and teach young people about life
- what family means to Carlitos
- what is lucha libre
- why masks are important in lucha libre

- what are rudos and técnicos
- how and why culture is essential to your identity
- why it's important to acknowledge and learn about cultures different from your own

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

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

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

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

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

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

Content Specific

souvenirs, lucha libre, mascararas/masks, silhouettes/siluetas, rudos, carvernicola/caveman, bat/murciélago, técnico, turnbuckle/cuerda

Academic

hollers, compren/buy, fanged, growling/rugiendo, genuine, masked/enmascarado

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. What is Carlitos doing in Mexico City? Who is he with?
2. What is Papá Lupe's response to Carlitos question about Mexican wrestlers?
3. What mask does Carlitos pick?
4. Who is missing from the lucha libre fight?
5. Why are people booing the luchadores stepping into the ring?

6. What does it mean to be a rudo?
7. Who are los rudos? Describe each.
8. What does it mean to be a Técnico?
9. Who are los técnicos? Describe each.
10. What does the man in the Silver Mask do before entering the ring?
11. How do los rudos fight in the ring?
12. Who wins the fight? Describe the final moments of the fight.
13. Who does Carlitos see at the end of the fight?
14. What is special about the ride home?

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 *Lucha Libre: The Man in the Silver Mask* mean to you after reading? Why do you think the author chose this particular title? What would be another fitting title? Why?
2. How does Carlitos feel about attending the lucha libre event in Mexico City? Why is it special that he going with his family?
3. What makes lucha libre a good family activity? What activities do you enjoy doing with your family? Why?
4. Compare and contrast the rudos and técnico luchadores. Why do you think it is important to have different roles in lucha libre?
5. Ask students to think about their family and what family means to them. How is family important to you? What are some favorite childhood memories of your family and/or family members? Why are these special or important to you?
6. Ask students to share a childhood memory. What is an important memory you have from your childhood? What does it mean to you?
7. What role do the illustrations play in the story? How does the artwork demonstrate the story's message and themes? How does the illustrator show emotion and feeling through his artwork?
8. Why do you think author Xavier Garza presents this story with English and Spanish together?
9. How does the author Xavier Garza use humor to explore difficult subjects, such as growing up, family relationships, and identity?
10. Explore the structure of this text. Does the story describe events chronologically, as comparison, cause and effect, or problems and solutions? Why do you think the author structured the text the way he did? How does this story compare to other texts you have read?

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 do you think the author's message to the reader is? Think about Xavier Garza's message in the book. What do you think he wanted to tell young readers?
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What is your role in your own family?
3. Have students make a text-to-text connection. Did you think of any other books while you read *Lucha Libre: Man in the Silver Mask*? Why did you make those connections?
4. 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 *Lucha Libre: Man in the Silver Mask* make you think of that?
5. What is one big thought that you have after reading this book? Think about different character changes, the setting, and the relationships. What did you learn from reading *Lucha Libre: Man in the Silver Mask*?
6. What different type of conflicts are presented in *Lucha Libre: Man in the Silver Mask*? Discuss Max's conflicts within himself, with his family, with his friends, and conflicts in the world. Compare and contrast the different conflicts within the text.

Multilingual Learner 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 Learners and multilingual learners.

1. Assign ML 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 a fun memory they shared with family or friends.
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 Multilingual 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. Additional resources to support multilingual students is: <https://www.multilinguallearning-toolkit.org/>.

Actividades en Español Para Apoyo en Programas Bilingües y de Inmersión Dual

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

For the CCSS in Spanish, please check out <https://commoncore-espanol.scoed.net/CCSS-en-Espanol/SLA-Literacy>

1. Asigne el libro *Lucha Libre: Man in the Silver Mask*. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Los estudiantes pueden practicar las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
2. Durante el tiempo de cuentacuentos, haga preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o no? ¿Qué parte te gusta más en el cuento?
3. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Mire a través del libro y asigne las palabras de vocabulario a las ilustraciones del libro. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede recordar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cual palabras ya sabían y cuales palabras aprendieron.
4. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar en leer y en el aprendizaje del vocabulario de los dos idiomas, inglés y español.
5. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir cómo clase la lista de los cognados verdaderos o falsos.

Estas actividades solo son sugerencias. Puede encontrar más recursos para apoyar las clases de inmersión dual y bilingües. Puede leer mas en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>)

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. How has a family member impacted your life? How do you think Carlito's family have inspired him? Provide evidence from the story to support your thoughts.
2. Which illustration in *Lucha Libre: Man in the Silver Mask* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
3. Have students go on SEL scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant SEL themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions.
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 *Lucha Libre: Man in the Silver Mask*.
5. How does *Lucha Libre: Man in the Silver Mask* show positive family relationships? What are the qualities of a positive family relationship? What are the ways that Papá Lupe and Carlitos interact with one another? What are the different ways that they show respect to one another? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>).

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)

- **Conduct a unit on lucha libre stories.** Have students read Xavier Garza's, Maximilian Series (<https://www.leeandlow.com/collections/maximilian-s-lucha-libre-adventures-series>). Ask students to compare each book with the following guiding questions: what is the central

idea of each title? How are the titles connected? What themes or ideas do they share? How are the main characters similar? How are they different? What kinds of problems do they experience in the books? How are their families important in their lives? How did *Lucha Libre: The Man in the Silver Mask* relate to the Maximilian Lucha Libre Series? What do students learn about lucha libre? Have students plan their thoughts in a graphic organizer and write an afterwards.

- **Encourage students to write about a childhood memory or something that is meaningful to them about their identities or cultures.** Using inspiration from *Lucha Libre: The Man in the Silver Mask*, have students think about what they want to communicate about themselves, their families, and/or their favorite childhood experiences. Carlitos looked forward to the lucha libre match with his family. Do students have something similar near their home that's comforting to them? What do they want to share and why did they pick that particular thing to write about? Students can share their work with a partner, a small group, or the whole class. Consider creating a class book with illustrations and have the book available to students in the classroom library.
- **Conduct an Author Study on Xavier Garza with his other Lee & Low Books title, Charro Claus and the Tejas Kid** (<https://www.leeandlow.com/books/charro-claus-and-the-tejas-kid>). How are the main characters similar? How are they different? What themes do both books have in common? How are the topics similar? How are they different? Provide students with a graphic organizer to differentiate the two titles, and then have students write an essay answering the previous questions.
- **Examine the figurative language used in *Lucha Libre: The Man in the Silver Mask*.** Have students go on a figurative language scavenger hunt in *Lucha Libre: The Man in the Silver Mask*. Create a chart with different rows for figurative language terms (i.e. simile, metaphor) and students can fill it in with specific examples from *Lucha Libre: The Man in the Silver Mask*. How did the author use figurative language to set the tone of the book? Afterwards, students can experiment using figurative language in their own writing inspired by the book.
- **Create a story map that will help students follow the different elements in *Lucha Libre: The Man in the Silver Mask* during their reading of the book.** Discuss the main components of the story (characters, setting, problem/ solution, theme). You can do this together as a class on chart paper or you can provide students with individual copies of a blank story map organizer. You can find and read more about using story maps graphic organizers here (https://www.readingrockets.org/strategies/story_maps).
- **Have students read the afterword, *Lucha Libre, A Brief but Tremendously Exciting History*.** What did they learn about lucha libre after reading the story? How did it make them think differently about *Lucha Libre: The Man in the Silver Mask*? What is Xavier's perspective and why did he decide to write this story? Have students write a reaction essay to the afterword, and present three follow-up questions for Xavier Garza.

Social Studies

(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)

- **Ask students to research the history of lucha libre at the school or public library.** Where did Lucha Libre originate? How did lucha libre make its way to the United States? What are the rules of Lucha Libre? Why are masks important in Lucha Libre? Discuss how this information helps students understand *Lucha Libre: The Man in the Silver Mask*.
- **Conduct a reader's theater using two or three of the luchadores that are introduced in *Lucha Libre: The Man in the Silver Mask*.** In groups of 3 or 4 students can prepare a skit or scene using the characters from the book. Before allowing group work time, remind students that their skits should be school appropriate and safe. Groups can then present their act to the class. If time allows, students can create their own luchador/luchadora using inspiration from the book. For more information on how to use reader's theater as a strategy in your classroom, go to (https://www.readingrockets.org/strategies/readers_theater).
- **Have students conduct a research study on the different luchadores and their styles.** Rudos and técnicos both have different fighting styles, have students research at least one famous luchador. What is their style? What makes them unique? Student can present their luchadores to the whole class through a presentation of their choosing. Consider using the following resource to search for famous luchadores (<https://cmll.com/luchadores/>).
- **In the afterward, *Lucha Libre, A Brief but Tremendously Exciting History*, Xavier Garza explains the significance of El Santo to the world of Lucha Libre.** Have students conduct a research study on El Santo and his impact on lucha libre. Consider consulting the following resources (<https://www.wwe.com/superstars/el-santo>) and (<https://www.record.com.mx/lucha/el-santo-el-icono-y-heroe-de-la-lucha-libre-mexicana>). Have students answer the questions in an essay and think about the history of lucha libre.

Art

(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 reimagine the cover to *Lucha Libre: The Man in the Silver Mask*.** What would they change? What would they keep? If time allows, have students illustrate the new book cover.
- **Citing textual evidence, select a theme portrayed in the novel, *Lucha Libre: The Man in the Silver Mask*.** Create a visual presentation with illustrations, drawings, and any other creative materials to reflect how this theme is developed over the course of the text.
- **Have students illustrate a feeling one of the characters experienced in the story.** What do they want to convey? What kinds of materials do they want to use? Have students share their pieces with a partner, small group, or whole class.

- **Encourage students to use inspiration from *Lucha Libre: The Man in the Silver Mask* to create their own luchador/luchadora.** What type of luchador/luchadora would they be? A rudo or a técnico? What would their mask be like? Have students write a biography of their luchador/luchadora and if time allows, have students illustrate their character. If possible, present in a gallery walk format.
- **Consider having students come up with questions to interview the author and illustrator Xavier Garza.** What is his process behind creating the illustration for each chapter? What medium did he use to create the illustrations? Why? What was it like to work on *Lucha Libre: The Man in the Silver Mask*?

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)

- **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.
- **Ask students to create portraits of people who are their personal role models through drawing, collage, or photograph.** In writing, students should describe what actions and qualities they admire about this person. They can also give their role models special abilities and powers. Students can write in prose or submit a poem or song.
- **Have students bring home a copy of *Lucha Libre: The Man in the Silver Mask*.** Ask students to read with adults at home. Encourage conversation and discussion after reading. What did they like about reading a bilingual book? What did they learn from the story?
- **Ask students to describe an activity or pastime they do with their families.** It can be anything from an annual family tradition to a weekly hike. Encourage students to write, sketch, or photograph what meaningful time with their families is to them and how it has evolved since they were children.

ABOUT THE AUTHOR & ILLUSTRATOR

Xavier Garza

Born and raised in the Rio Grande Valley, author and lucha libre aficionado Xavier Garza is a prolific and enthusiastic author, artist, and storyteller whose work focuses primarily on his experiences growing up in the small border town of Rio Grande City and is a lively documentation of the dreams, superstitions, and heroes in the bigger-than-life world of South Texas. Garza has exhibited his art and performed his stories in venues throughout Texas, Arizona and the state of Washington. He has authored and illustrated fourteen books, and has received such prestigious awards as the Americas Honor Book Award in 2005, the Tejas Star Book Award three times from 2007-2010 and the Pura Belpré Honor Book award in 2012. In 2014 he was awarded both the NAACS Tejas Young Adult Book Award and the Texas Institute of Letters Children's Book Award. In 2019 Xavier Garza will be inducted into the prestigious Texas Institute of Letters. Garza lives in San Antonio, Texas with his wife Irma and their teen son Vincent.




Ordering Information

General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/leeandlow.com/books/lucha-libre

 **By Phone:** 212-779-4400 ext. 25

 **By Fax:** 212-683-1894

By Mail:

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

Reviews

"Garza's illustrations are oversized, wildly colored and presented in bold outlines, recalling both Mexican folk art and the rowdy spirit of the stylized sport. They are sure to draw in every wrestling fan under the age of 10. His afterword is a brief history of Mexican wrestling and especially El Santo—The Saint—its most popular hero and the original man in the silver mask." *—Kirkus*

"Children familiar with the sport will welcome the vibrant visual paean, while fans of wrestling, comic-book superheroes, and all things pugilistic will wonder where lucha libre has been all their lives." *—Bulletin of the Center for Children's Books*

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.