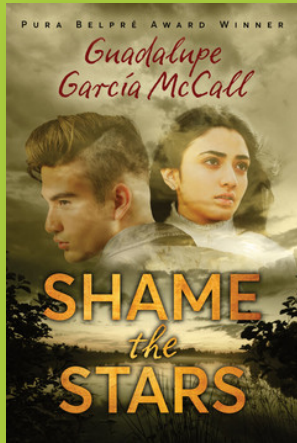


TEACHER'S GUIDE



LEE & LOW BOOKS

Shame the Stars

written by Guadalupe García McCall

About the Book

Genre: Historical Fiction

***Reading Level:** Grades 7–8

Interest Level: Grades 7–12

Guided Reading Level: Z

Accelerated Reader® Level/Points: 5.4/9.0

Lexile™ Measure: N/A

*Reading level based on the Spache Readability Formula

Themes: Shakespeare, Family Relationships, Dreams and Aspirations, Persistence/ Grit/Courage, Tolerance/ Acceptance, Mexico and United States History, Pride, Romance, Conflict Resolution, Discrimination, Texas, War, Abuse of Legal Authority, Freedom of Speech, Forgotten Narratives/Untold Histories, Latino/Hispanic/Mexican American Interest

SYNOPSIS

Eighteen-year-old Joaquín del Toro's future looks bright. With his older brother in the priesthood, he's set to inherit his family's Texas ranch. He's in love with Dulceña—and she's in love with him. But it's 1915, and trouble has been brewing along the US-Mexico border. On one side, the Mexican Revolution is taking hold; on the other, Texas Rangers fight Tejano insurgents, and ordinary citizens are caught in the middle.

As tensions grow, Joaquín is torn away from Dulceña, whose father's critical reporting on the Rangers in the local newspaper has driven a wedge between their families. Joaquín's own father insists that the Rangers are their friends, and refuses to take sides in the conflict. But when their family ranch becomes a target, Joaquín must decide how he will stand up for what's right.

Shame the Stars is a rich reimagining of *Romeo and Juliet* set in Texas during the explosive years of Mexico's revolution. Filled with period detail, captivating romance, and political intrigue, it brings Shakespeare's classic to life in an entirely new way.

Awards and honors include for *Shame the Stars* include:

- **Best Books of 2016**, *Kirkus Reviews*
- **Starred Review**, *Kirkus Reviews*
- **Junior Library Guild Selection**
- **Nomination, Best Fiction for Young Adults**, *Young Adult Library Services Association*



BACKGROUND

From the Author's Note: “A few years ago, my eldest son, James, was taking a college history course. He was in his room one night, studying, when he suddenly burst into our living room holding a book and asking, “Mom! Do you know what happened to our people?” He held in his hands a copy of Benjamin Heber Johnson’s book, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans*.

That day on the couch, I became the student as my son explained the discovery of the Plan de San Diego, a manifesto written in 1915 by Mexican radicals calling for the uprising of a “Liberating Army of Races and Peoples.” The Plan de San Diego came with conflicts, most of which were fueled by political agendas. As tensions rose between Tejanos and Anglos, shoot-outs, explosions, and other more violent acts of insurgence from Tejanos and Mexicans became the norm. The Texas Rangers’ motto was to shoot first and ask questions later if the person of interest was a Mexican. They, along with local authorities, enforced their own brand of swift and lethal justice to enforce the law in South Texas. The lynchings, executions, fusillades, round-ups, and dragging of Tejanos and Mexicans in South Texas only served to fuel the rebellion. Many of the crimes went unreported. Most have been forgotten.

I wanted to inform myself, so I took Johnson’s book with me to read in bed, but time and time again I kept turning back to the picture of Rangers dragging the bodies of alleged Mexican bandits through the brush. That such a picture would become a postcard that people bought and mailed to their loved ones is incomprehensible to me. I went to bed dejected that night, weeping for all the gente, the people, who suffered because of the discrimination and abuse of tejanos and Mexicans at the hands of the Texas Rangers and the lawmen who joined them and formed posses, killing indiscriminately, summarily, because the color of our skin dictated they could.

History books being published for American schools today still make no mention of this part of our history. I’ve included in this book a different point of view, along with a small sampling of source materials, both fiction and nonfiction, so that American students might be able to cull through them and educate themselves. May this book open up important and truthful conversations

with teachers, family, and friends.”—**Guadalupe García McCall**

Read more about McCall’s inspiration and motivation for *Shame the Stars* in the BookPage web interview: <http://bookpage.com/interviews/20423-guadalupe-garcia-mccall#.WFRTvrYrKi7>.

Romeo and Juliet: At its core, *Shame the Stars* is a love story, set against the backdrop of the Mexican Revolution. It is akin to Shakespeare’s famed *Romeo and Juliet*, with two families in disagreement, despite the love professed by its ill-fated main characters. Reading *Romeo and Juliet* is highly recommended, as it serves as a foundation for future comparative analyses of the two texts.

Plan de San Diego: The “Plan de San Diego” sought to create an independent republic for the states of Texas, Oklahoma, New Mexico, Arizona, Colorado, and California. The founding ideals of this new republic were equality and independence from North American tyranny and imperialism. It is important to note that the “Plan de San Diego” addressed the civil rights of Mexican, Japanese, Native (specifically Apache), and African Americans. As part of the agreement, tribal lands would be returned to Native Americans and racism against minorities would be abolished. Though the Plan was never carried out, the issue of race relations in America still manifests itself through modern civil rights movements. For further reading:

- “The Plan of San Diego” from Digital History http://www.digitalhistory.uh.edu/dispatch_textbook.cfm?smtid=3&psid=3692
- “Plan of San Diego” from the Texas State Historical Association <https://tshaonline.org/handbook/online/articles/ngp04>
- “The Chaparral Insurgents of South Texas” from *The New Inquiry* <http://thenewinquiry.com/essays/the-chaparral-insurgents-of-south-texas/>
- *The Plan de San Diego: Tejano Rebellion, Mexican Intrigue* by Charles H. Harris III and Louis R. Sadler



VOCABULARY

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

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

gente (people), campesino (field worker), tejano (a Texan of Mexican heritage), Anglo (a white, English-speaking American), compadre (male friend), comadre (female friend), Rangers, quinceañera (celebration of a girl's fifteenth birthday), goons, por favor (please), m'ija/m'ijo (my daughter/my son), cochinita (pill bug), familia (family), palomino, bougainvillea, salvajes (savages), Rinches (border guard, pejorative), verdad (true), soldadera (female soldier), ruffian, mestizo/mestiza (mixed race with white European and indigenous background), zarape (shawl), chaparral (thicket), pelados (scoundrels), hogtie

Academic

sedition, affront, sardonic, insurrection, affliction, ominous, destitute, bandits, accosting, vigilantism, deputize, sorrel, fabricate, revolution, prominent, locomotive, corroborate, desiccated, tethered, ammunition, purgatory, insurgent, cultivate, disfigurement, ravenous, gluttonous, recumbent, chastise, compel, illuminate, demeanor, disillusioned

BEFORE READING

Culturally Responsive Instruction and Strategies

The deeper themes throughout the *Shame the Stars* (discrimination, brown/black/Native lives matter, and abuse of legal authority) must be addressed and handled with **deep sensitivity** and **open-mindedness**. Consider learning more about the following organizations and civil rights movements to deepen cultural understanding:

- Black Lives Matter: <http://blacklivesmatter.com>
- Standing Rock: <http://standwithstandingrock.net>
- Brown Lives Matter: <http://www.latinorebels.com/tag/brown-lives-matter/>
- National Council of La Raza: <http://www.nclr.org/issues/civil-rights/>

Injustice against minorities and the narratives that are often overlooked and ignored are not new concepts in our country's history. Further research on these topics are encouraged and may serve as conversation starters as teachers develop pre-reading focal points:

- Christopher Columbus
- Transatlantic Slave Trade
- Slavery in the Americas
- Native American Genocide
- Indian Removal
- Freedom of Speech/Freedom of the Press
- Civil Rights Movement

Teachers must be aware and prepared that by teaching this novel (and corresponding topics addressed in it) they may be addressing a legacy of racial animosity, specifically for largely minority and underrepresented socioeconomic groups. Set the example of what **culturally responsive teaching** looks like:

- **Collaborate** with students to establish guidelines early on. This will serve as a reminder for discussion etiquette as thought-provoking topics are developed.
- **Anticipate** how your students will respond to controversial topics presented in the novel (racism, lynching, abuse of authority). While teachers should **encourage** students to share their views without fear of judgment, teachers should consider how to respond to emotion, and use this to guide instruction and for future instructional planning.
- Don't be afraid to **share** your own learning journey. The author herself states that SHAME THE STARS covers a segment of history that is not often taught in the traditional American classroom. If you are new to the topics presented in the novel, share this with your students. This will create a positive classroom climate and an overall feeling of sameness.



- Aim to **include** and discuss outside materials that align with the text and essentially address underrepresented groups' experiences in ways that do not trivialize or marginalize their experiences.

As you prepare for the *Shame the Stars* novel study, ask yourself: *Can students make text-to-text, text-to-self, and text-to-world connections, based upon how the novel unfolds?* Building background will set a purpose for reading, while constructing meaning and relatability throughout the course of study.

An excellent resource to practice making connections is a graphic organizer “Making Connections” from ReadWriteThink. See: <http://www.readwritethink.org/files/resources/printouts/MakingConnections.pdf>

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 leading activities and posing questions such as the following:

1. **Class Discussion:** Prejudice and discrimination are scary realities for people of all backgrounds and orientations. Who would like to share an experience they (or their family) may have had and how you overcame this experience?
2. **“Go Hunting”:** Break students into four groups and assign each group a specific topic: Texas Rangers, 1915 US-Mexico border trouble, Mexican Revolution, and Tejano insurgents. After reading the book jacket summary, ask students to research articles and documents on the internet related to their topic. Have students classify primary and secondary sources, analyze the reliability of the sources, and report their findings with the class.
3. **Carousel Brainstorming:** Teacher will create four large sticky-note posters with the following on each:

- **Title Analysis:** What words or ideas come to mind when reading the title of the novel? What will this book be about? Who will this book be about?
- **Book Walk:** Take a book walk and pay attention to the text features. What genres do you notice featured in the text? Which sources seem reliable? Unreliable? Students should list titles, page numbers, and their corresponding thoughts.
- **Predictions and Outcomes:** Make predictions of the problems that will need to be solved and the outcomes. What will happen in the story? Why do you think so?
- **Vocabulary:** Select and write one word from the text that is unfamiliar to you. Write the sentence that the word is featured in. Use context clues to determine the meaning. (Student answers may not be repeated.)

Explain the Carousel Brainstorming activity and break the class into four groups. Post the sticky-note posters in various locations in the classroom to provide groups with privacy and ample physical space. Each carousel will have a set of markers for students to record their answers. Designate the proper amount of time groups will need to ensure that everyone gets a chance to write on the poster (approximately 10 minutes). When time is up, groups will move to the next carousel and complete the written task. At the end of the activity, gather the four large posters, display them on the visual board, and discuss the results as a class.

4. **Quote Analysis:** Have students analyze quotes from the text to analyze character traits and predict the plot. Select one quote from the novel for each student, and type and cut the quotes into individual paper strips. Students will use the graphic organizer (sample below) to analyze their quote. Then ask students to exchange quotes with at least four other students (analyzing at least five quotes). Have students share and discuss their results as a class. What information do the quotes reveal about the characters and plot before reading the text? About character motivation and action? How can you use quotes to make informed predictions? See an example on page 11 of this guide.



★“Pura Belpré winner McCall delivers an ambitious, sardonically relevant historical novel—a must-read, complex twist on a political Shakespearean tragedy.” (*starred review*)

–Kirkus Reviews

“VERDICT A good purchase for historical fiction collections, especially where there are fans of Ashley Hope Pérez’s *Out of Darkness*.”

–School Library Journal

“McCall’s depiction of two important female characters, who stand out for their strength and grace in an otherwise staunchly traditional—and often hot-headed—male hierarchy, is especially compelling.”

–Publishers Weekly

5. **Comparative genre analysis:** Revisit Shakespeare’s *Romeo and Juliet*. Additionally, show students the SparkNotes video summary: <https://vimeo.com/65816651>. Students can create a Venn Diagram listing key plot points of the video (and the text), to be used in alignment with *Shame the Stars*. The diagram will serve as an ongoing activity, to be done as they advance through the novel study.

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)

Talk about the title of the book. 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?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, dedication, cast of characters, author’s note, various types of text, author’s sources, and glossary.

Setting a Purpose for Reading

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

Have students read to find out:

- what a revolution involves
- how the United States, particularly Texas, was impacted by the Mexican Revolution

- about the long-range effects of discrimination, as it relates to the Plan de San Diego
- how history of the past manifests itself in contemporary times
- about the blurred lines that exist between loyalty to family and loyalty to a (romantic) loved one
- why certain narratives are omitted from traditional school texts and the role these narratives play in academia

Have students also read to analyze the story structure, genre, and specific analysis of the primary, secondary, nonfiction, and fiction sources presented in the novel.

Encourage students to consider why the author, Guadalupe García McCall, would want to share this story with young people.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses.

To build skills in close reading of a text, students should cite evidence with their answers.



Literal Comprehension

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

1. What time in history does the story take place?
2. Identify the relationships of the key characters in the story. How do these relationships impact the plot?
3. What purpose does *El Sureño* serve in the tejano community? How does the mission of the newspaper impact the plot?
4. Identify four settings where climactic actions take place. Explain what occurred in each of those settings.
5. Identify the protagonists and the antagonists of the story. What are the goals and motivations of each character?
6. Why was it in Don Acevedo del Toro's best interest to keep peaceful relations with everyone in town?
7. From whose point of view is the story told? Is this a reliable or unreliable character? Why or why not?
8. Who are the Rangers and what is their purpose?
9. Who are the Mexican revolutionaries and what is their purpose?
10. In chapter 3, Joaquín and Dulceña have a secret meeting. For what does she warn him about? Who interrupts their meeting and why? What reason do they let Joaquín and Dulceña go?
11. In chapter 4, Joaquín and Dulceña encounter two sheriff's deputies on the way home. Retell the events of this pivotal chapter and explain how they set the tone for the rest of the novel.
12. Summarize the allegations that lead to Gerardo Gutierrez's arrest.
13. Why do Dulceña's parents pull her out of school to be educated at home?
14. What is Joaquín's ulterior motive for attending the quinceañera?
15. In chapter 8, Mamá states that "wars tend to unite people." Explain what this means on the surface level for this specific chapter. Explain how this quote is manifested over the course of the entire novel.
16. What two secrets are revealed in chapter 8? How does this impact the plot?
17. What does Estrella represent for the Tejanos and Mexicans?
18. In chapter 13, Joaquín makes a promise to his father. What is that promise and how might that challenge Joaquín's true beliefs and motivations?
19. In chapter 16, how are Slater and Davis shown mercy? Do you agree with how this was handled? What would you have done differently?
20. In chapter 18, Tomás arrives at Las Moras in the middle of the night to deliver what important warning to his family? What, if any, impact does this have on Tomás' fate later in the novel?
21. What impact would running away with Joaquín have on Dulceña?
22. Why is Tomás arrested? What will be the proposed consequence of his crime?
23. Who are the Rinches and how do they show themselves to be above the law?
24. Why does Joaquín steal the Rangers' horses? What is the outcome of his actions?
25. What actions do Joaquín and Dulceña take to end their families' feuding? How do their parents react? What request does Don Rodrigo make as a result?
26. In chapter 20, we learn that Conchita is arrested. What confession does she make to the police? How do the events unfold after this confession?
27. What impact does Jovita's death have on Don Acevedo?
28. How does Joaquín save Tomás?



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. On page 26, Dulceña states “I’m no Wendy, you know. I have my own adventures in mind.” Analyze how such a statement defies the perceived gender roles of that era.
2. Think of a situation that happened to a character in the story and how the character handled the situation. Decide whether you would have taken the same actions or done something different. Explain your stance.
3. Write an alternative ending to the story that is different from the one the author wrote.
4. How do Joaquín and Dulceña’s clandestine meetings challenge societal norms of the era?
5. In chapter 3, the Rangers drag men into the brush and hang them without proper trial. What other eras in history can such actions be likened to? Identify the similarities and differences.
6. At the end of the novel, Joaquín suggests to his father and in-laws that while there will be grandchildren, “We hope you understand we have dreams to chase.” How is this a departure from his earlier stance on an impending future with Dulceña? Identify the factors that led to his evolving.
7. Why do you think the author chose to align fictional news articles with nonfiction pieces in the novel? How do they impact the storytelling?
8. What does the story of the Rangers’ treatment of Tejanos reveal about the larger issue of abuse of authority in our current legal system?
9. On more than one occasion, it is suggested that Joaquín’s white skin, blond hair and freckles afford him certain privileges. What impact does colorism have on minority communities? In your opinion, what provides the basis of these judgments?
10. In chapter 20, Dulceña is placed under arrest for conspiring to commit treason. In your opinion was this accusation justified? Why or why not? What kind of newspaper article would be considered treasonous today? Can you locate an example?
11. In a letter to Dulceña, Joaquín writes that “freedom of speech comes at a high price these days.” Identify the events in the novel that align with this belief. What other examples in history can you find?
12. Compare and contrast the feuding families’ individual reactions to the news that Dulceña and Joaquín have gotten married.
13. How does the news of Tomás’s impending lynching spread? What does it take to “go viral” in 1915? Compare that with today’s viral campaigns.
14. Social movements start with an idea, usually a response to some level of injustice experienced or witnessed by a specific group of people. Identify the foundational ideas and injustices of a social movement or identify ideas and injustices across all social movements.
15. How does the justice system transform over the course of the novel? Cite specific events and examples.
16. Pretend that you are a Texas Ranger. Prepare a list of criteria you would use to judge if someone was an insurgent. Indicate priority ratings you would give.
17. If you could give the novel a new title, what would it be? Rationalize your reasons for the new title.
18. Sequence the events that led to a change in Don Acevedo’s outlook on Munro and the Rangers.
19. Compare and contrast the novel’s main character with a real person you know or with similar character in another book. What factors contributed to your choice?
20. Compare the novel to another text, or even a TV program or movie, that is similar. What factors contributed to your choice?



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. In the author's note, Guadalupe García McCall writes, "May this book open up important and truthful conversations with teachers, family, and friends. May this book give them something to consider, something to research, something to push against when they encounter injustice." Has there ever been a time you experienced or witness injustice? How did it make you feel? How did it affect you? Which adult did you trust in your life to talk about this with? In an essay, explain what the responsibility is of an individual versus a school community versus society at large to tackling this injustice and what steps each could take.
2. In a persuasive essay, argue whether Sheriff Caceres is (or isn't) justified in arresting Joaquín. What would you have done if you were Sheriff Caceres?
3. In chapter 20, Mateo accuses Joaquín and Dulceña of treating him and Conchita like slaves. In your opinion, what are Mateo's reasons for making this statement? Cite specific examples from the text that may support his claim. What are your thoughts on this accusation? What does this say about perceptions of social class within Mexican culture?
4. In chapter 2, while speaking about Mateo and Fito, Joaquín states, "They knew their lot in life was to toil the fields, and they didn't want to waste any more time in school when they could be earning a living and helping their families prosper." What are your feelings on this sentiment? In your opinion, what defines success, especially as it relates to your specific culture?

ELL/ESL Teaching Activities

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

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

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about immigrant experience and/or life as an American born to immigrant parents.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.



INTERDISCIPLINARY

ACTIVITIES

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

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

English Language Arts/Writing

(Writing Standards, Text Types & Purposes, Strands 1–2 and Production & Distribution of Writing, Strands 4–6)
(Language Standards, Conventions of Standard English, Strand 1)
(Reading Standards, Craft & Structure, Strands 4 and 5 and Integration of Knowledge & Ideas, Strand 9)

1. Ask students to analyze how gender roles are challenged in the novel. Have students write an analysis on this topic. They should use text evidence to support their claims.
 2. Reread Joaquín’s poem, “Bless Me Brother.” Have students rewrite each stanza, using direct language, to translate which plot point the main character is referring to. For example, in the fourth stanza, Joaquín writes, “You ran down the ravine, reached in, and pulled me out...” What specific story event does this stanza reflect?
 3. Poetry often uses rich figurative language. Challenge students to search through Joaquín’s journal entries and letters to Dulceña. Students should identify two examples of each: simile, metaphor, personification, and hyperbole. Encourage students to record their answers in their journals.
 4. Have students create a two-column list citing the reasons why a tejano would choose to align themselves with Mexican revolutionaries. What are the positive and negative consequences of this decision? Using this graphic organizer, write an essay exploring the reasons and consequences.
 5. What other pivotal era in American history can this novel be likened to? Present your findings in a mock television news report.
6. Literary Easter Egg Hunt: This activity can be done during whole class or guided reading groups. Students should have already read *Romeo and Juliet* and have the text with them as they read through the novel. Can they locate the 13 lines or phrases used in both works? During the reading, student(s) who identify the line or phrase will pause the lesson and go on a Literary Easter Egg Hunt. Have the lines typed on individual strips and hidden in plastic Easter Eggs. The first student to locate the line read in the novel wins a prize.
Here is the full list:
 - “Shame the Stars” (title)
 - “Violent delights have violent deaths” (Munro, Chapter 1)
 - “sick and pale with grief” (Joaquín, Chapter 4)
 - “One pain is lessened by another’s anguish” (Munro, Chapter 5)
 - “Those who rush stumble and fall” (Mamá, Chapter 7)
 - “Death is my heir” (Dona Flora, Chapter 8)
 - “purgatory, torture, hell itself.” (Mamá, Chapter 9)
 - “There is no trust, no faith, no honesty in men” (Tomas, Chapter 10)
 - “Can I go when my heart is here” (Dulceña, Chapter 18)
 - “You and I are past our dancing days” (Papá, Chapter 19)
 - “Come weep with me; past hope, past cure, past help!” (Papá, Chapter 20)
 - “I must endure a living death” (Papá, Chapter 21)
 - “Passion lends them power” (Dulceña, Chapter 22)
 7. In a persuasive essay, have students argue when they think the comparison of *Shame the Stars* to *Romeo and Juliet* is accurate. What is similar? What is different? Is there another work of literature *Shame the Stars* reminds them of? Why?
 8. Assign students to research the Nat Turner Rebellion. Using what they’ve learned about the Plan de San Diego, students can create a Venn Diagram outlining how these rebellions were similar, yet different. Then, students should write an essay detailing these points, inclusive of the impact that each rebellion had on the cultural groups addressed.
Sources to consider:



- <http://www.history.com/topics/black-history/nat-turner>
- <http://www.pbs.org/wgbh/aia/part3/3p1518.html>
- <http://www.history.com/news/history-lists/10-things-you-may-not-know-about-nat-turners-rebellion>

Geography/Social Studies

(Reading Standards, Integration of Knowledge & Ideas, Strand 7)
 (Writing Standards, Text Types & Purposes, Strand 2 and Research to Build & Present Knowledge, Strands 7–9)
 (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. Break the class up into two groups—Texas Rangers and tejanos. Each group will evaluate the nonfiction sources listed in the novel (both the clippings throughout the story and the author’s recommended readings at the end). How do these sources reflect the interests of the two quarreling groups? Groups will outline their key points and select spokespersons to conduct a class debate.
2. Identify the interconnectedness of the issues presented in the novel with key issues occurring in contemporary society. Use text evidence from both primary and secondary sources to support your claims.
3. Have students create a timeline of the events that led to the Mexican Revolution and the Plan de San Diego. Alternatively, have students make a timeline of the events in the novel.
4. Have students create line graphs to illustrate the dramatic increase in the Mexican immigrant population in the border states, between the years of 1900 and 1930. Write a brief analysis of the factors that led to this population increase.
5. Based on details presented in the novel and additional research materials, create a map of the region, focusing on the South Texas-Mexico border areas.
6. Create a newspaper focused on tejano issues during the years of the Mexican Revolution. Create a contemporary newspaper exposing today’s problems faced by black/brown/Native peoples.

Art/Media

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

1. Select your favorite character from *Shame the Stars*. Construct a Facebook page for this character (<http://www.educatorstechnology.com/2013/03/3-awesome-facebook-templates-for-your.html>).
2. Select your favorite character’s quotes from *Shame the Stars*. Construct a Twitter page using direct and/or paraphrased quotes to summarize a plot point in the novel (<http://creativeedtech.weebly.com/blog/fictional-twitter-profiles>).
3. Using the book *500 Years of Chicano History in Pictures* as a resource, have students create a collage showing the economic contributions of Mexican refugees to the U.S. economy. Consider the various themes students can portray in their collages (examples: mining, farm labor, railroads, art, music, food). **Source:** Martinez, Elizabeth, Ed. *500 Years of Chicano History in Pictures*. SouthWest Organizing Project, Albuquerque, NM: 1991.
4. Research men and women’s dress styles of 1915, especially in South Texas. Create portraits or artifacts of how the novel characters would have dressed during this era.
5. Use iMovie or another similar format to create a book trailer for the novel.

School–Home Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

- (Writing Standards, Text Types & Purposes, Strands 2 and 3 and Research to Build & Present Knowledge, Strand 7)
1. Encourage students to interview a family member or community member who comes from an immigrant family. Question their experience with race relations as they settled into the United States.
 2. *Shame the Stars* is a novel rooted in rich family history. Have students work with their families to create a vision board for their goals (both individual and cooperative) or their family history. Consider: What have you and your family *already* accomplished? What do you hope to accomplish in the future? What steps will you take to reach these goals? What legacy will your family leave behind for future generations to emulate?



Quote	What does this tell you about the character?	Make a plot prediction
<p><i>Example:</i></p> <p>Joaquín: “I was thinking that I’ll rip that badge off his chest and carve his eyes out with it if he ever so much as glances in your direction.”</p>	<p>It seems that Joaquín is displeased with the authorities. Maybe the authorities have hurt someone special in his life, perhaps his girlfriend.</p>	<p>I believe that he will end up having a fight and will be put in jail.</p>

From Prereading Focus Questions no. 4, Quote Analysis

(Option: Add a fourth column for students to determine if their plot prediction was correct, to be filled out during the reading of the novel.)



ABOUT THE AUTHOR

Guadalupe García McCall is the author of *Under the Mesquite* from Lee & Low Books, a novel in verse. *Under the Mesquite* received the prestigious Pura Belpré Author Award, was a William C. Morris Finalist, received the Lee Bennett Hopkins/International Literacy Promising Poet Award, the Tomas Rivera Children's Book Award, and was included in *Kirkus Reviews'* Best Teen Books of 2011, among many other accolades. Her second novel, *Summer of the Mariposas* from Tu Books, an imprint of Lee & Low Books, won a Westchester Young Adult Fiction award, was a finalist for the Andre Norton Award for Young Adult Science Fiction and Fantasy, was included in the 2013 Amelia Bloomer Project List, the Texas Lone Star Reading List, and the 2012 School Library Journal's Best Books of the Year. Her poems for children have appeared in *The Poetry Friday Anthology*, *The Poetry Friday Anthology for Middle School*, and *The Poetry Friday Anthology for Science*. García McCall was born in Piedras Negras, Coahuila, Mexico. She immigrated with her family to the United States when she was six years old and grew up in Eagle Pass, Texas (the setting of both her novels and most of her poems). Trained in theater arts, she is currently a high school English teacher in San Antonio. You can visit her online at <http://guadalupegarciamccall.com/>.

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*Reading level based on the Spache Readability Formula

Interest Level: Grades 7–12

Guided Reading Level: Z

Accelerated Reader® Level/Points: 5.4/9.0

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THEMES: Shakespeare, Family Relationships, Dreams and Aspirations, Persistence/Grit/Courage, Tolerance/Acceptance, Mexico and United States History, Pride, Romance, Conflict Resolution, Discrimination, Texas, War, Abuse of Legal Authority, Freedom of Speech, Forgotten Narratives/Untold Histories, Latino/Hispanic/Mexican American Interest

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