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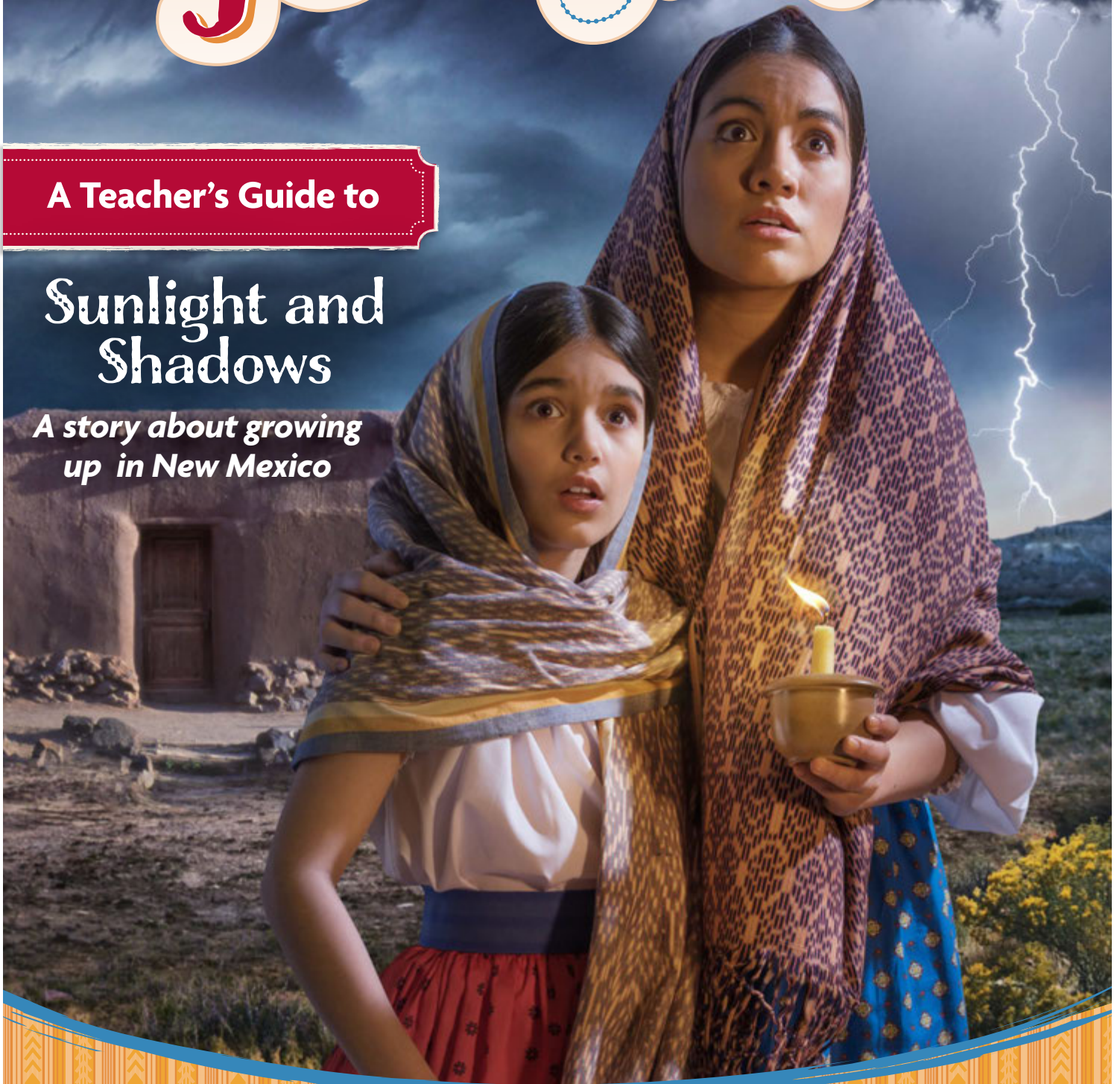
JOSEFINA

1824

A Teacher's Guide to

Sunlight and Shadows

A story about growing up in New Mexico



Lexile measure: 690L



About the Book

Set in 1824 on a *rancho* near Santa Fe, New Mexico, the story focuses on nine-year-old Josefina (ho-seh-FEE-nah) Montoya and her three older sisters, who are still grieving the death of their mother the year before. Ana, the oldest, is married with two children, but she is in charge of running the household while Papá manages the fields and the livestock. Abuelito, the girls' grandfather who runs a caravan between Santa Fe and Mexico City, is a window to the outside world for the Montoya sisters. His caravan camps near the rancho en route to Santa Fe, and he always arrives with dramatic adventure stories and a special gift for each girl. This time, Abuelito arrives bearing an additional surprise—Tía Dolores, Mamá's younger sister who has lived in Mexico City for ten years. She is unlike any woman the girls have known. Tía Dolores has new ideas and the latest fashions, and she can read and write. The girls convince Papá to invite Tía Dolores to stay with them, but when she makes a lot of changes in the way the

household is run, Josefina and her sisters worry that these changes will make them forget Mamá. Then the girls realize that Tía Dolores misses Mamá, too, and together they find ways of preserving Mamá's memory. (Lexile measure: 690L)

About This Guide and the Common Core Standards

Most students aren't familiar with the historical setting of Josefina's story—the American Southwest when it was part of Mexico. The essay at the back of the book, "Inside Josefina's World," provides an overview of the era and prepares readers for Josefina's story. The "Thematic Connections" in this guide ask readers to think about the role of family and how grief affects them. Other questions deal with sibling relationships, fear and courage, hope, change, and teamwork. There are natural connections to the language arts, social studies, science, drama, and art curricula. This guide encourages students to be careful readers without diminishing the pleasure they gain from reading. It is recommended that students read the entire book before engaging in a detailed study of the novel.

This guide notes wherever an activity helps students achieve specific Common Core Standards. A key to the standards referenced is provided at the end of the guide.

Pre-Reading Activity

Ask students to read and discuss "Inside Josefina's World." (p. 114-118) Allow them time in class to explore El Rancho de las Golondrinas, a living history museum near Santa Fe that shows what rancho life was like: <http://www.golondrinas.org>, as well as the following website about children in Spanish colonial times: <http://www.nps.gov/elca/photosmultimedia/traveling-the-trail.htm>.

Have students use the facts they gathered and write an additional paragraph for "Inside Josefina's World." Allow time in class for students to share their writing.

Correlates to Common Core Standards in Language Arts in Reading Informational Text: Key Ideas & Details RI. 3-4.3, Integration of Knowledge & Ideas RI. 3-4.7; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1, Presentation of Knowledge & Ideas SL. 3-4.4; Writing: Production & Distribution of Writing W. 3-4.4, Research to Build & Present Knowledge W. 3-4.8.

Thematic Connections

Family

Describe the Montoya family. What is Papá's relationship with his daughters? Explain why Mamá thought that Josefina and Papá were so much alike. Cite evidence from the novel that she was correct. What is Abuelito's role in the family? Why do the girls think that he is the "most important treasure" on the caravan? What was Josefina and her sisters' first reaction to Tía Dolores? What do you believe is Tía Dolores's most important gift to the family?

Sibling Relationships

Describe Josefina and her sisters. What is Ana's role in the family now that Mamá has died? Debate the reasons why Francisca and Clara, the middle sisters, don't always get along. How would you describe their arguments? How can Josefina always tell who has won the argument? Explain how Josefina tries to be a peacemaker among her sisters.

Grief

Josefina and her family are still grieving the death of their mother. Describe how each person in the family grieves differently. Papá gave Mamá's little wooden box to Josefina. Why did he think Josefina needed the box more than the older girls? Explain the purpose of Josefina's memory box. What does Niña, the doll, symbolize? Discuss why Clara holds on to the doll. What event causes Clara to give the doll to Josefina? How does Josefina understand Clara's needs by sharing the doll? Tía Dolores understands the family's sadness. How does she help them confront their grief?

Fear and Courage

Describe Josefina's fears. How does Papá understand her fear of the goats, especially Florecita? Explain how he assures Josefina that she will one day find the courage to stand up to Florecita. How does she find the courage without even realizing it? How does Tía Dolores give Josefina courage during the thunderstorm? Why is Josefina afraid of playing the role of María in Las Posadas? What gives her the courage to take the role?

Hope

The Montoya sisters hope for special gifts from Abuelito when his caravan stops en route to Santa Fe. What does each girl wish for, and how does that item fit her personality? Josefina feels sure that Abuelito and his caravan can't satisfy her hopes. How is she wrong? Josefina hopes that Tía Dolores will stay. Explain her disappointment when she sees that Tía Dolores is leaving with the caravan. How is Tía Dolores's piano a symbol of hope for Josefina? How does Tía Dolores bring hope to Josefina and her entire family?

Change

Describe the many changes that Tía Dolores brings to the rancho. What does she teach the girls? How does she expect them to be good learners? Cite scenes from the novel to support the fact that not all of the sisters are ready for the changes Tía Dolores brings to their lives. Discuss how Tía Dolores might be considered a "woman before her time." How does Papá accept Tía Dolores's ideas? Why does Josefina think that Tía Dolores has changed things on the rancho for the better? Describe the changes in Josefina.

Teamwork

Discuss how each member of the Montoya family contributes to life on the rancho. Describe a typical day for the four sisters. How do they pull together to ask Papá if Tía Dolores can stay? What does Tía Dolores do to instill greater teamwork among the girls? Describe their teamwork during the storm. How do these sisters pull together to repair Mamá's embroidered altar cloth? Which sister is the most reluctant to help with the repair? How does the entire village come together to prepare the church for Las Posadas?

Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 3-4.1, 3-4.3, Craft & Structure RL. 3-4.4, 3-4.5, 3-4.6, Integration of Knowledge & Ideas RL. 3-4.7, 3-4.9; Language: Conventions of Standard English L. 3-4.1, Knowledge of Language L. 3-4.3; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1, 3-4.2, Presentation of Knowledge & Ideas SL. 3-4.6.

Curriculum Connections

Language Arts

Review with students the definitions of *metaphor*, *simile*, and *personification* and discuss the examples drawn from the story:

Metaphor—a figure of speech in which one word or phrase is used instead of another to suggest a comparison between the two.

"Reading is a way to . . . travel to places you've never been." (p. 76)

Simile—a figure of speech in which two things are compared, usually using *like* or *as*.

"In the candlelight, her dark curly hair seemed to shine like a black stone in the stream." (p. 29)

Personification—a figure of speech that gives human characteristics to a nonliving thing.

"It [the wind] shrieked and howled and hurled the rain against the roof and the walls as if it were trying to destroy the house with its anger." (p. 54)

Then have students find other examples of metaphor, simile, and personification in the novel and share them in class. Have students use a metaphor of their own to describe Josefina's role as María in Las Posadas, a simile to describe Mamá's repaired altar cloth, and personification to describe the cold night of Las Posadas.

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Language: Vocabulary Acquisition & Use L. 3-4.5; Speaking & Listening: Presentation of Knowledge & Ideas SL. 3-4.6.

Tell students that a *symbol* can be an object that represents a concept or idea. Have them give examples of everyday symbols and what they represent (e.g., red light, green light, and yellow light). Have them explain what it means if a kindergarten student receives a "red light," "green light," or "yellow light" for his or her behavior. Then have students demonstrate their understanding of symbolism by writing a paragraph explaining the symbolism of the silver thimble that belonged to Josefina's mamá.

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1; Writing: Text Types & Purposes W. 3-4.2.

Social Studies

Read about the Santa Fe Trail Association (<http://www.santafetrail.org>). Then follow the interactive map of the trail (<http://www.santafetrail.org/interactive-trail-map/>). Instruct students to note the historic landmarks they might see on the trail today. Why is the trail called America's first international commercial highway?

Correlates to Common Core Language Arts Standards in Reading Informational Text: Craft & Structure RI. 3-4.5, Integration of Knowledge & Ideas RI. 3-4.7; Writing: Text Types & Purposes W. 3-4.2.

Ask students to take a virtual trip on El Camino Real (<http://www.nps.gov/elca/photosmultimedia/traveling-the-trail.htm>), the trail that Abuelito's caravan traveled. Instruct them to keep a travel diary as they make their way along the trail. Then have each student create a picture postcard of a favorite spot and deliver it to a classmate's desk. The message should provide historical information that connects to the 1824 setting of Josefina's story.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Craft & Structure RI. 3-4.5, Integration of Knowledge & Ideas RI. 3-4.7; Writing: Text Types & Purposes W. 3-4.2.

Science

In Josefina's world, plants were used to make dyes for fibers. Ask students to study Table 3 on the following website: <http://www.fs.fed.us/wildflowers/ethnobotany/dyes.shtml>. Then have them use books in the library or online sources to find out which of the plants listed are found in New Mexico. Instruct them to keep a Natural Dyes Notebook, where they can record each plant, the color it produces, the time of year to harvest it, and a colored sketch of the plant.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Key Ideas & Details RI. 3-4.1, Craft & Structure RI. 3-4.5; Integration of Knowledge & Ideas RI. 3-4.7; Writing: Text Types & Purposes W. 3-4.2, Research to Build & Present Knowledge W. 3-4.7.

Drama

Abuelito always returns from his travels with entertaining stories of his adventures. Ask students to create a Wild West-type adventure filled with bandits, runaway horses, or encounters with dangerous animals such as coyotes. Videotape students' stories and post them on SchoolTube (<http://www.schooltube.com>). Stories should be limited to three minutes.

Correlates to Common Core Language Arts Standards in Speaking & Listening: Presentation of Knowledge & Ideas SL. 3-4.4, 3-4.5, 3-4.6; Writing: Text Types & Purposes W. 3-4.3.

Vocabulary/Use of Language

The book includes a glossary of Spanish words to help students pronounce and understand Josefina's native language. (p. 174-176) In addition to reviewing those words in class, students should be encouraged to jot down unfamiliar words and try to define them using clues from the context. Such words may include *sauntered* (p. 10), *concoctions* (p. 14), *perplexed* (p. 31), *torrents* (p. 56), *flourishes* (p. 71), *expedition* (p. 64), *spirals* (p. 72), *exasperated* (p. 82), *desperation* (p. 92), *bewilderment* (p. 95), *indignantly* (p. 95), and *procession* (p. 107).

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Language: Vocabulary Acquisition & Use L. 3-4.4.

Resources

- <https://www.newmexico.org/blog/post/the-colorful-history-of-fiber-arts-in-new-mexico/>
This article provides a history of fiber arts in New Mexico.
- http://www.emersonkent.com/map_archive/mexico_1824.htm
This website offers an 1824 map of New Mexico.

About the Author



Valerie Tripp says that she became a writer because of the kind of person she is. She says she's curious, and writing requires you to be interested in everything. Talking is her favorite sport, and writing is a way of talking on paper. She's a daydreamer, which helps her come up with her ideas. And she loves words. She even loves the struggle to come up with just the right words as she writes and rewrites. Ms. Tripp lives in Maryland with her husband.

More Stories About Josefina

- *Second Chances*
Find out what happens after *Sunlight and Shadows*. (Lexile measure: 710L).

Key to Common Core Standards Referenced in This Guide

Reading Literature

Key Ideas & Details

RL. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL. 3-4.3—Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft & Structure

RL. 3-4.4—Determine the meaning of words and phrases as they are used in a text.

RL. 3-4.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL. 3-4.6—Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge & Ideas

RL. 3-4.7—Make connections between the text of a story or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL. 3-4.9—Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events.

Reading Informational Text

Key Ideas & Details

RI. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI. 3-4.3—Describe the relationship between a series of historical events in a text, using language that pertains to time, sequence, and cause/effect.

Craft & Structure

RI. 3-4.5—Describe the overall structure of events, ideas, concepts, or information in a text.

Integration of Knowledge & Ideas

RI. 3-4.7—Use information gained from illustrations (photographs) and the words in the text to demonstrate understanding of the text.

Language

Conventions of Standard English

L. 3-4.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

L. 3-4.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition & Use

L. 3-4.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

L. 3-4.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Speaking & Listening

Comprehension & Collaboration

SL. 3-4.1—Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and large groups.

SL. 3-4.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL. 3-4.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge & Ideas

SL. 3-4.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL. 3-4.5—Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL. 3-4.6—Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Text Types & Purposes

W. 3-4.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W. 3-4.3—Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.

Production & Distribution of Writing

W. 3-4.4—With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Research to Build & Present Knowledge

W. 3-4.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W. 3-4.8—Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Questions or comments? Call 1-800-845-0005, visit americangirl.com, or write to Customer Service, American Girl, 8400 Fairway Place, Middleton, WI 53562.

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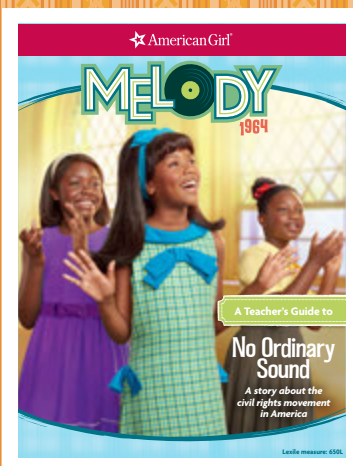
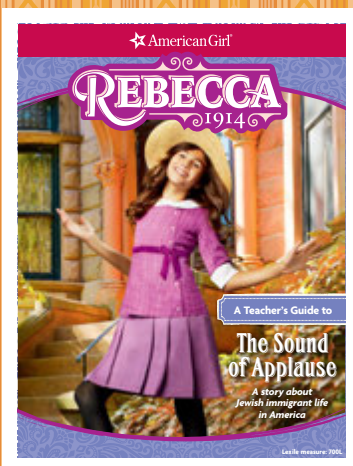
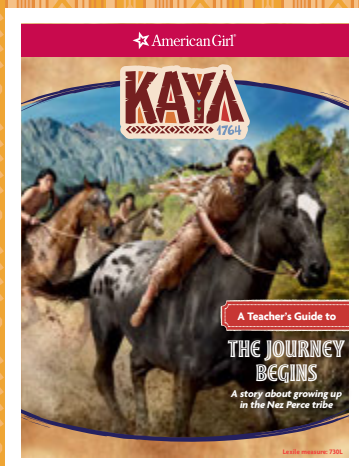
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Character Is Everything

American Girl's line of historical fiction for middle-grade readers was originally conceived and developed by a former classroom teacher. The books are grounded in thorough historical research and bring history to life for children.

Each historical character's story helps readers make connections. Girls and boys can explore the past, find their place in the present, and think about the possibilities the future can bring. They will see how a young person can stand up for what he or she cares about most: helping others, protecting the earth, and overcoming injustice. Through these stories, young readers will discover how staying true to their own beliefs helps define *their* character.

Find more Teacher's Guides at www.americangirl.com/guides.



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