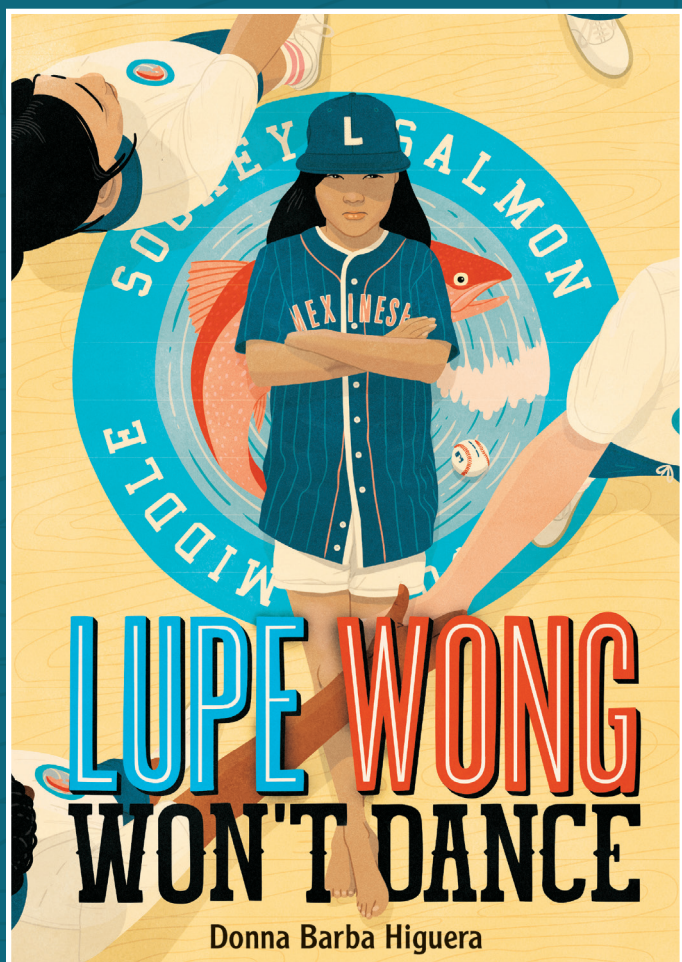
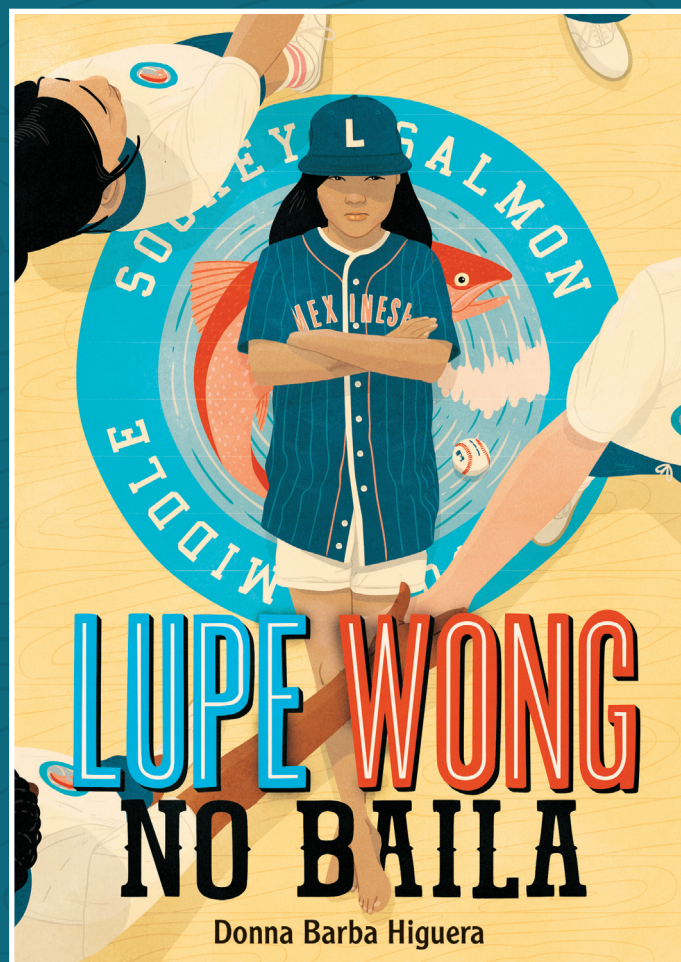


★ “A laugh-out-loud story about family, friendship, and the beauty in being true to yourself.” —*Booklist*, starred review

★ “Inclusive and emotionally resonant, Higuera’s debut is a home run.”  
—*Publishers Weekly*, starred review



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9781646140039 | \$17.99



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9781646140329 | \$9.99

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LEVINE QUERIDO

# LUPE WONG WON'T DANCE EDUCATOR GUIDE:

## SUMMARY (LEVINE QUERIDO):

Lupe Wong is going to be the first female pitcher in the Major Leagues. She's also championed causes her whole young life. Some worthy...like expanding the options for race on school tests beyond just a few bubbles.

And some not so much...like complaining to the BBC about the length between Doctor Who seasons. Lupe needs an A in all her classes in order to meet her favorite pitcher, Fu Li Hernandez, who's Chinacan / Mexinese just like her. So, when the horror that is square dancing rears its head in gym? Obviously, she's not gonna let that slide.

Not since *Millicent Min*, *Girl Genius* has a debut novel introduced a character so memorably, with such humor and emotional insight. Even square dancing fans will agree...

## BEFORE READING:

Due to Covid-19 regulations, educators might be forced to create an online or a hybrid course. Before having the students read the book, teachers may use the summary as a close reading sample from the text. These annotations should focus on phrases that might interest students or help explain certain words that they might not be familiar with. By highlighting the summary, teachers will be providing a comprehensive look at the text that will increase curiosity in the students.

As a suggestion, teachers may highlight a PDF on their own and then post it on the Files folder of learning management system tool. They could also use a Genius account to upload the summary and post annotations. They could also use Genius to securely annotate plain text privately on a learning management system's discussion board or forum.<sup>1</sup>

Genius offers educators the ability to paste images, gifs, helpful online resources, and comments about the text. Older students (grades 7-8) may also sign up for Genius and participate in close reading exercises. If interested, teachers should follow the directions below to annotate on any online Discussions or File tab:

<sup>1</sup> The text should be in plain text. Genius's annotation system does not work on PDFs.

1. Sign up for a Genius account at <http://www.genius.com/signup>
2. Once you have signed up and have an account, go to this website <http://genius.com/bookmarklet>. Drag the link they provide on this site onto your bookmarks bar and voilà!
3. All you need to do to annotate a text is to click the bookmark on your bar and highlight a word or phrase on our annotation pages with your cursor. A black icon should pop up—click that, and you should be able to enter text, images, and video in the side bar that pops up.
4. Remember that you will not be able to see the annotations unless you are 1) logged into your Genius account and 2) have clicked the “Annotate with Genius” bookmark on your bookmark bar. While Genius does work in Safari and Firefox, Google Chrome is their preferred browser.

Before reading the text, teachers should be aware that the book contains issues of race and the racist history of square-dancing music. It is imperative that educators teach lessons about structural racism, intersectional identities of people of color, and anti-racism. As teachers, we have the obligation to teach our students to be antiracist and to fight against the pervasive nature of white supremacy. There are many online educational resources for discussions of race including [BLM at School](#) and [Central Racial Justice Resources](#).

**Before Reading:** Students will complete mini-research projects, answer critical questions and discuss expectations about the book. Teachers will facilitate discussions via an online virtual call and/or record answers on an online bulletin board such as Google Classroom, Canvas, Blackboard, or Moodle.

1. After reading the annotated summary of *Lupe Wong Won't Dance*, write down words you may be unfamiliar with in your notebook. Write down ways in which you think the story will unfold. [CCSS.ELA-Literacy.RL.4-7.4; 4-5.1]
2. Read [this article](#) about the American quality of square dancing and [another article](#) about the slave roots of square dancing. What are some similarities between both articles? What are some ways in which you notice the differences in how they discuss issues of race? [CCSS.ELA-Literacy.RL.4-7.9]
3. The book is set in Issaquah, Washington. For this reason, the final class dance will be performed during the Issaquah Salmon Days assembly. Find Issaquah, WA, on Google Maps and research the history of the town and the festival. [CCSS.ELA-Literacy.RL.4-7.3]
4. Study the summary of the book with a partner and try to anticipate what will happen in the story. Write down predictions based on details and examples from the summary. [CCSS.ELA-Literacy.RL.4-7.1]



**Reading Comprehension:** Students will keep an interactive notebook to record thoughts, feelings, questions, and concerns while reading *Lupe Wong Won't Dance*. The teacher will facilitate virtual discussions with students who are in the process of reading the book.

1. The book's opening sentence is "My gym shorts burrow into my butt crack like a frightened groundhog, (1). Note the interesting words that Lupe uses. Find synonyms for words you may be unfamiliar with and rewrite the sentence to show off your writing skills. What are some possibilities? What do you think this moment tells us about the protagonist? [CCSS.ELA-Literacy.RL.4-7.4;4-7.5, 4-5.1]
2. In the book, Lupe often mentions her race as "Chicanacan" or "Mexinese." Write down what you think about the excerpt on page 3 where Lupe says, "Why should I have to choose *One Bubble or Other?* Why should anyone?" [CCSS.ELA-Literacy.RL.4-7.4]
3. Write down the characters of the book and a brief description of who they are and what role they have in Lupe's life. [CCSS.ELA-Literacy.RL.4-7.6]
4. The novel is narrated from the first-person point of view, which means we get to know Lupe's inner thoughts. At one point, she thinks, "Did I mention that baseball is life? (4)" How do you think this will become important later in the book? [CCSS.ELA-Literacy.RL.4-7.6]
5. There are a few unfamiliar words that come into play in this novel. Write down any unfamiliar words, look them up on an online dictionary, and write their definition in a notebook.
6. [Watch this video](#) of people dancing to Cotton-Eyed Joe. Write down what you think of the video, and reread pages 7 and 8 of the book. How does Lupe describe the song? Later on, she mentions the Macarena. Research how to dance the Macarena and write down how you would describe the song and the dance. [CCSS.ELA-Literacy.RL.4-7.7]
7. From the very moment Lupe finds out about square dancing, she is against it. Find examples from the text where Lupe says something negative about square dancing in P.E. class. [CCSS.ELA-Literacy.RL.4-8.1]
8. Uncle Hector's motto is "We're Mexi-cans, not Mexi-can'ts (14)." What do you think this motto means? What does it say about Lupe's uncle, Hector, and the rest of her family? [CCSS.ELA-Literacy.RL.4-8.4; 4-8.5]
9. In light of the coronavirus pandemic, P.E. might not be happening around a lot of students. What are some activities that you may not be working on lately?
10. Coach tells Lupe, "Sometimes we have to do things that are uncomfortable. Besides, it will build your character." What does this mean? How does Lupe take this comment? [CCSS.ELA-Literacy.RL.4-8.4; 4-8.6]
11. Look up different dance moves such as [Do Si Dos](#) and promenades online and note how different these different dances are. [CCSS.ELA-Literacy.RL.4-7.7]
12. Lupe is obsessed with the Mexinese baseball player, Fu Li. What is the importance of this character? What does he represent for her? [CCSS.ELA-Literacy.RL.4-8.1; 4-8.3]



13. Chapter 4 discusses Lupe and Andy's research on square dancing. Read this article about [the long history behind Cotton-Eyed Joe](#) and compare it to the research Lupe has done on the subject. Throughout the article, you will be able to listen to different versions of the song. How are they different from one another? [CCSS.ELA-Literacy.RL.4-7.7]
14. On page 39, Lupe says, "American history is pretty messed up." What is she responding to? What does she mean by this? Using your general knowledge of American history, what is she referring to? [CCSS.ELA-Literacy.RL.4-8.4]
15. When Coach Solden announces that 'Cotton-Eyed Joe' has been changed, Lupe observes two boys dancing to celebrate not dancing (50). How is this an example of irony? [CCSS.ELA-Literacy.RL.4-8.4]
16. Andy and Lupe have a very good friendship. On Chapter 6, they make a deal to help Lupe ace the class. How is it presented in the text? How is this an example of a positive female friendship? [CCSS.ELA-Literacy.RL.4-8.2]
17. Write down how Lupe and Andy's friendship grows and changes throughout the novel, using specific examples. [CCSS.ELA-Literacy.RL.4-8.3]
18. Lupe says, "Maybe this is what Coach was talking about: how some things that don't look like sports actually are, (61)". [Read this article](#) from Shape Magazine on how dance can make you a better athlete. Write down ways to confirm Coach Solden's initial suggestion. [CCSS.ELA-Literacy.RL.4-8.5]
19. "So, is this about not wanting to square dance, or not wanting to dance with boys, (67)" Lupe's mom asks. There are many complicated reasons as to why Lupe doesn't want square dancing in school. Keep a list of Lupe's reasons throughout the rest of the book. [CCSS.ELA-Literacy.RL.4-8.1]
20. How does Lupe feel when Niles asked Andy to be his square-dancing partner? Write down specific words that help illustrate her feelings. [CCSS.ELA-Literacy.RL.4-8.3]
21. Lupe is relentless about her desire to fight against square dancing. Chapter 14 showcases one of Lupe's main concerns about square dancing in Gym class. "Why would an athlete need to have a strong will to learn square dancing when there are perfectly good sports to play? (132)." What has happened in the novel that still has not convinced Lupe that square dancing is a valid form of exercise? [CCSS.ELA-Literacy.RL.4-8.3]
22. Research the different cultural aspects of Lupe's background that are mentioned throughout the book such as music (rancheras, Beijing opera) or food (pozole, tamales). How are they mentioned in the novel? How does Lupe navigate her bi-cultural and biracial background? [CCSS.ELA-Literacy.RL.4-8.4]
23. In the book, there are instances of bullying such as Paolo getting called flutterbutt by his classmates (160). What are some other types of bullying mentioned in the book? How can you relate to this? What advice would you give Lupe and her friends? [CCSS.ELA-Literacy.RL.4-8.6]
24. Lupe loves Doctor Who and her friends love other science fiction/fantasy shows and



- movies from Star Trek and Star Wars. At a certain point, she feels left out. How does Chapter 18 illustrate this struggle? Research these shows and try to understand why Lupe might be feeling out of place. [CCSS.ELA-Literacy.RL.4-8.6]
25. On chapters 19 and 20, Lupe discovers something horrific about a familiar song used for square dancing. What are some ways in which she describes her discomfort with the situation? Point out specific words and phrases. [CCSS.ELA-Literacy.RL.4-6.3; 4-8.4]
26. Lupe surprises herself and everyone else by becoming one of the students who earned an A as her final grade. How does the author implement this narrative turn? Did you expect this to happen? Explain your answer in detail. [CCSS.ELA-Literacy.RL.4-6.5]
27. “The most difficult issues to tackle are often the most uncomfortable to talk about,” (208). What do you think Lupe’s mom means by this? What else does she tell Lupe? How does she approach the subject of identity and racist attitudes? [CCSS.ELA-Literacy.RL.4-8.1; 4-8.4]
28. On chapter 23, Lupe takes the blame for something she didn’t do. Why do you think she does that? She also says, “My frontal cortex isn’t fully formed. I’m expected to make poor choices, (212).” How does this comment strike you? What does she mean by this? [CCSS.ELA-Literacy.RL.4-8.1]
29. Lupe receives some insight into Coach Solden’s background with square dancing. This knowledge humanizes Coach for Lupe. What happened? How does Lupe’s mom reveal this story? [CCSS.ELA-Literacy.RL.4-8.6]
30. At the end of chapter 25, Lupe feels entirely different about something she has hated since day one. Why has she changed her mind? Explain it in detail. [CCSS.ELA-Literacy.RL.4-8.6]
31. “Square dancing still exists. I’m actually happy I didn’t succeed in ending it, (250). What happened since her efforts of ending square dancing in school? [CCSS.ELA-Literacy.RL.4-8.2]
32. Lupe finally gets to meet her real-life hero. Circle words that describe the scene. How does Lupe feel? [CCSS.ELA-Literacy.RL.4-8.1]
33. During the final chapter of the book, there’s a turn in the narrative that surprises Lupe. What is this? What is the role of her dad in all of this? How do themes of race and identity interact with what’s happening? [CCSS.ELA-Literacy.RL.4-8.2; 4-8.5]

### POST-READING EXERCISES:

1. **Short Essay Writing:** Race is a very important theme throughout the book. She often argues that she shouldn’t have to choose one race over the other. Meghan Markle, the Duchess of Sussex, who is a biracial American woman, wrote an essay called “[More than an Other](#),” where she discusses her own personal experience when it comes to issues of

identity and race. Read Meghan's essay, highlighting passages and phrases that catch your eye. Then, write a short essay from the perspective of Lupe about her feelings of race and identity. What do you think Lupe would have to say about it? In addition to the essay, write a short paragraph explaining why you think Lupe would write an essay that way. [CCSS.ELA-Literacy.RL.4-8.5]

2. **Letter Writing:** Lupe spends a lot of time finding reasons to not have square dancing be a part of her P.E. class. Find reasons to advocate for square dancing, using passages from the novel and any articles or essays you may find online. Write a letter to Lupe explaining why square dancing can be valuable in P.E. class.
3. **Cultural Research:** Lupe mentions, "Día de los Muertos" on page 34 and "Qingming" on page 145. Explore [Google Arts and Culture's interactive project](#) about "Día de los Muertos" and write down the importance of this tradition for Mexican people. Read [this](#) article about the Qingming Festival and write down the importance of these rituals for Chinese people. Why would these celebrations and rituals be important to Lupe given her familial circumstances? [CCSS.ELA-Literacy.RL.4-8.5; 4-8.9]
4. **Mini-research:** At a certain point, Lupe says, "Why is square dancing any more important than Kabuki or Bollywood, or break dancing? (42)." Research these different dances and discuss different reasons as to why learning about different dances should be important.
5. **Analysis:** Read [the NPR Report](#) that Lupe finds on The Ice Cream Truck song. With the guidance of a teacher, discuss the problematic history of this song and why Lupe was right to report it to the principal. The principal even says, "But of all your causes, this is one you should be extremely proud of, (189). Discuss ways in which students can stand up against racist practices.

Note to Educators: The discussion of this song is very serious. Teachers should never explicitly say the n-word and should warn students before discussing the virulent racism of this song. It is important to teach students about the wrongdoings of the past in order to make things anew and work towards an antiracist society based on equality.

**Themes Activities:** Students will answer questions regarding multiple themes or central ideas of the text. During this exercise, they will provide objective summaries of specific parts of the text and provide further analysis of these specific ideas. [CCSS.ELA-Literacy.RL.4-8.6] [CCSS.ELA-Literacy.RL.4-7.9]

1. **Race and Identity:** Throughout the novel, Lupe faces odd encounters in regard to her race. For instance, Andy's mom, Mrs. Washington, greets her by saying "¡Hola Guadalupe!" and "Ni hao!" which causes Lupe to think "it's her way of trying to understand my cultures after my failed Mexinese ethnicity-bubble campaign." What does this behavior tell us about Mrs. Washington? Do you think it's helpful to Lupe?



2. **Grief:** Lupe unfortunately lost her dad, the person with whom she shared her love of baseball. Identify examples within the novel where Lupe misses her father and answer the following questions: how does she cope with his death? What does she do to honor his memory? How is this grief connected to Lupe's motivations?
3. **Friendship:** Lupe and Andy have a strong friendship, but they struggle along the way. What are some ways in which their friendship evolved throughout the novel? List the evolution of their friendship on a PowerPoint presentation.
4. **Courage:** Lupe has no qualms bringing up problematic content in square dancing to the school principal and her P.E. teacher. What does this say about Lupe's character? What are some ways in which she shows courage? Find specific passages from the book and circle what phrases and words emphasize her courage and tenacity.

### ADDITIONAL RESOURCES:

**Article:** Nicholes, Hedreich. A Guide to Equity and Antiracism Educators, Link recovered August 20, 2020: <https://www.edutopia.org/article/guide-equity-and-antiracism-educators>

**Article:** Johnson III, Theodore R, "Talking about Race and Ice Cream Leaves a Sour Taste for Some," Link, recovered August 26, 2020: <https://www.npr.org/sections/codeswitch/2014/05/21/314246332/talking-about-race-and-ice-cream-leaves-a-sour-taste-for-some>

**Website:** Black Lives Matter at School Resources. Link, recovered August 24, 2020: <http://www.blacklivesmatteratschool.com/>

**Website:** Central Racial Justice Resources, Link, recovered August 18, 2020. <https://centerracialjustice.org/resources>

**Review:** Genius for Educators, Link, recovered August 27, 2020: <https://www.commonsense.org/education/website/genius>

**Website:** Teaching Tolerance Resources, Link, recovered August 26, 2020: <https://www.tolerance.org/classroom-resources>





**DONNA BARBA HIGUERA** grew up in central California surrounded by agricultural and oil fields. As a child, rather than dealing with the regular dust devils, she preferred spending recess squirreled away in the janitor's closet with a good book. Her favorite hobbies were calling dial-a-story over and over again, and sneaking into a restricted cemetery to weave her own spooky tales using the crumbling headstones as inspiration. Donna's Middle Grade and Picture Books are about kids who find themselves in odd or scary situations. From language to cultural differences in being biracial life can become...complicated. So like Donna, characters tackle more than just the bizarre things that happen to them in their lives. She lives in Washington State with her family, three dogs and two frogs.

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