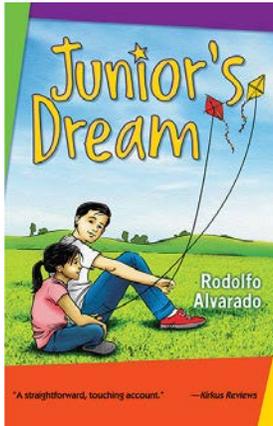


Junior's Dream / El sueño de Junior

By Rodolfo Alvarado

Spanish translation by Gabriela Baeza Ventura

Black and white illustrations by Brian Dumm



ABOUT THE BOOK

GENRE: Middle Grade and

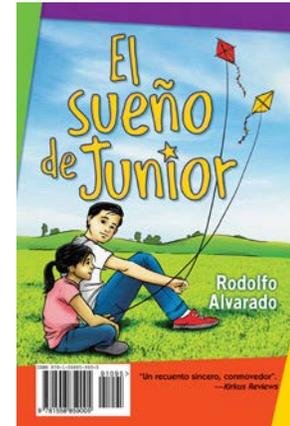
Young Adult Fiction

Trade Paperback

Bilingual Flip Book: English and Spanish

ISBN: 978-1-55885-900-5

140 pages, 5 ½ x 8 ½



SUMMARY

Migrant farm working families in the United States experience a number of challenges. Where will they live? Will children go to school or will they be expected to work? And if they are injured while working, who is responsible for their care?

In *Junior's Dream/El sueño de Junior*, Rodolfo Alvarado sheds light on these issues through the eyes of thirteen-year-old Junior, who dreams of someday making enough money so his family can stay home during the summers. Starting with the family's journey north, through the uncertainty of securing work and a life-threatening event, Alvarado's story provides an opportunity to introduce, discuss and teach about the issues faced by farm workers.

THEMES

RITES OF PASSAGE, COMING OF AGE, MIGRATION, IMMIGRATION, AUTHORITY, COMMUNITY, DISCRIMINATION, EMPATHY, FAMILY, HEROISM, HOPE, HONOR, PRINCIPLES, RELIGION, HOUSING, FICTION, VIOLENCE, HUMAN RIGHTS,

VOCABULARY

Junior's Dream/El sueño de Junior is a bilingual "flip" book that includes the English and Spanish versions in the same book. This unique format makes this book ideal for English- or Spanish-speaking classrooms, as well as ELL or ESL groups.

Book Synopsis

Junior always looked forward to traveling with his family to West Texas to pick cotton. He loved the hard work and the chance to help his family make enough money to cover expenses for the rest of the year. Each trip, he would take on more responsibility and feel that he was growing into a man and earning the respect of his parents.

Before setting out north, he and his siblings would always help pack the 1951 Chrysler station wagon fondly known as La Blanca. The drive from Piedras Negras, Mexico, to the cotton fields took seven hours with all five family members and their supplies crammed into the car.

This year, Junior's youngest sister is old enough to join in the work. Her siblings are excited to show her the ropes, but they worry too. The farmers had a bumper crop and they expect the Mexican workers—adults and children—to work seven days a week, from sunup to sundown. Can eight-year-old Espy drag a heavy bag of cotton up and down the rows all day long? Will everyone keep safe among the many dangers lurking in the fields?

An unexpected event shakes the family to its core, leaving them in fear for Junior's life and worried they may not be able to earn the money needed to see them through the coming year. This short, bilingual novel for teens follows a boy's journey of self-discovery and continued faith in a dream born of his father's tears, his mother's determination and his ancestors' hopes.

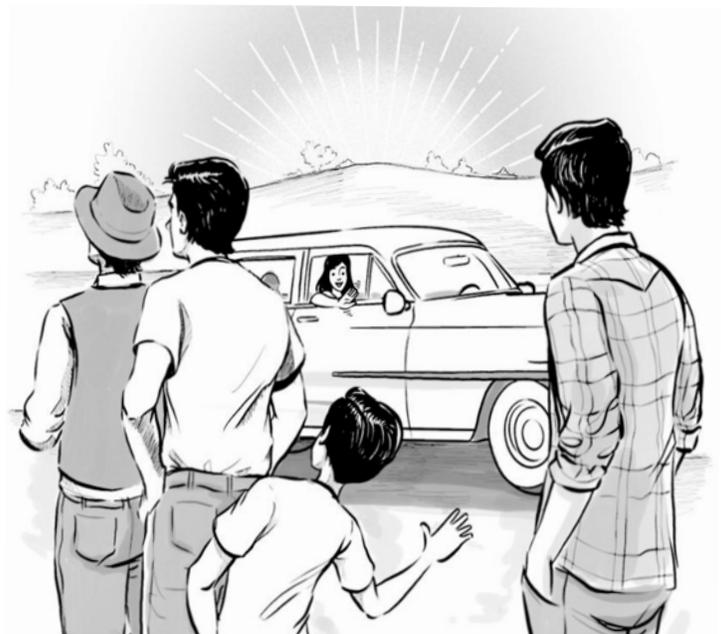


Areas Addressed in This Teaching Guide

- Pre-Reading Introduction to the Book
- Pre-Reading Discussion/Questions
- Exploring the Book
- Prompts for Use While and After Reading the Book
- Connecting the Reader to the Story
- Teaching Guides to a Variety of Subjects

Subject Areas Covered in This Teaching Guide

- ELL/ELS
- Social Studies
- Math
- Science
- Geography
- Art, Media, Music
- Home-School Connection



Before Reading

Pre-Reading Questions

Because the Spanish and English versions of *Junior's Dream/El sueño de Junior* are available in the same book, it is an ideal source for educators seeking an effective way to engage and challenge students in two languages through a compelling and fast-paced story. Listed below are select strategies for introducing the book to students in conjunction with a variety of subjects:

1. Introduce the book by providing a brief synopsis, and if appropriate, the personal connection the book might have with students. After the introduction, explain that the author worked the cotton fields of West Texas with his family, which is why it was important for him to write this story. (See the author's profile at the end of this guide.)
2. Ask students if they understand the difference between an immigrant and a migrant. Explain the difference, then ask students if they know an immigrant or a migrant. If so, ask them to tell the class, without sharing names, a little bit about those individuals' backgrounds. For example, where are they from? Why are they in the US? Did their family come with them? When will they return to their home country?
3. How do immigrant or migrant families differ from the students'?
4. Based on the discussion above, ask students to identify what, if any, issues the immigrant or migrant they know had when coming to the US. Use the discussion to introduce students to the issues and themes found in *Junior's Dream/El sueño de Junior*: Appropriate themes might include, but are not limited to, US migration policies, discrimination, child labor laws, ethical work standards, health and welfare of employees, migrant farm workers' housing and education.
5. Talk to students about the importance migrant farm workers play in our everyday lives (harvest the food we eat; pick cotton used to make our clothes; contribute to affordable products because they are normally paid very little). Ask students to name examples of the food harvested by migrant farm workers. What products might be made from items they pick or harvest?
6. After passing the book out, ask students what makes the book unique. Ask your students how the bilingual format could be useful.
7. Ask students why they think the publisher decided to publish the book in Spanish and English.

Exploring the Book

1. Read and talk about the title and the cover of the book. Ask students what they think the title, *Junior's Dream/El sueño de Junior*, means in relationship to the cover. Ask what they think the significance of flying kites might mean to the overall story. Ask students why they think a field of cotton was chosen for the cover as compared to a city's skyline.
2. Take students on a "book walk" and draw attention to the following parts of the book: the English and Spanish covers, the table of contents, English and Spanish text and the illustrations.

While Reading

Use these questions to generate discussion, enhance comprehension and facilitate a deeper appreciation while reading the story. Encourage students to cite evidence from the text to support their responses. At the same time, expand their critical-thinking skills by asking for opinions based on solid reasoning garnered from the text. Finally, asks students what they feel are the most important points made in a given chapter.

1. Why is it important that Junior narrate this story instead of one of his younger brothers or sisters?
2. Why is Junior so accepting of his life as a migrant farm worker?
3. Does the family's station wagon, La Blanca, play a role in the story? Explain.
4. Does Junior feel okay about lying to the Border Patrol?
5. Why does Junior's mother, Cecilia, worry so much?
6. Campesino Park has always been a special place for Junior's family. Why?
7. Once Junior and his family are hired, how are they treated—at the foreman's table? In the fields? When paid?
8. Why do the migrant workers not argue against having to work seven days a week? If they decided to speak out, what do you think they would say to make their argument effective?
9. Where do the migrant workers live? Why do they have separate fires for men and women?
10. What do the farmers provide to the migrant workers? Why do you think farmers offer some things and not others?
11. Why is scratching a cross under the restroom window's sill important to Junior?
12. Why is setting up and praying at her altar important to Junior's mother?
13. As the altar clearly shows, prayer is important to Junior's family, but does it really make a difference?
14. Once bitten by the snake, what does the dream Junior has at the curandera's house tell us about him, his family, his ancestors?
15. What does this dream tell us about how Junior feels about the past, present and future?
16. A curandera treats Junior. If you were his parents, would you have made the same choice? Or would you insist that a "real" doctor take care of him? Given the circumstances, do you feel Junior's parents made the right choice? Explain.
17. Why is it important for Junior to spend Sunday playing with his littlest sister?
18. Once back home, why do you think Junior wants to go back to work?
19. Why does Junior's father cry at the end of the book?
20. Will Junior's dream ever come true?



After Reading

Discussion Questions

1. What kind of person is Junior? Why is family and tradition so important to him?
2. Why does Junior want to be like his father?
3. Does Junior ever question why, or how, migrant farm workers are mistreated?
4. Are the strict, literal rules governing the lives of the migrant workers living in the migrant camp fair?

Discuss or write a brief response about whether you agree or disagree with these statements:

5. Working seven days a week is acceptable, as long as migrant workers are informed before accepting work.
6. The government letter used by Junior's father to gain employment in the US is meant only for him, therefore it is illegal for him to bring the rest of his family with him.
7. Since the farm's foreman is the boss, he should be allowed to talk to the migrant workers as he sees fit.
8. Even though Junior's family made enough money for his mother, brothers and sisters to stay home, they should have gone to work the cotton fields with Junior and his father.
9. Junior should aim higher when it comes to the job he'll hold when he gets older.
10. The US doesn't really need migrant workers, therefore they should not be allowed to enter the country.

Connecting Reader to Story

1. Which character did you identify with the most? Why?
2. Has someone you know ever had to travel somewhere to work? If so, where and for what kind of work? What difference does it make if the job is a high-paying, white-collar job, as compared to that of a migrant farm worker?
3. Describe a time when you got into trouble and were talked down to by an adult or parent. How did that make you feel? How did it make Junior feel?
4. Study the illustrations in the book. What importance do they play in the story? What is your favorite illustration? Why?
5. Why did generations of Junior's family continue working in the cotton fields, even though they knew their dream of taking a summer off might never come true?
6. It seems to Junior that the foreman never sees him as a person. Is this true? If he saw Junior as a person would it make a difference?
7. Is it acceptable that Junior's parents took him to a curandera instead of a "real" doctor? Would you have made the same decision?
8. The Sunday Junior spends with his youngest sister is important to him, but is it just as important to her? Why or why not?
9. When the foreman calls Mexicans lazy for not working after making a lot of money, why do Junior and his father remain quiet? Would you have spoken out or remained quiet?
10. Why does Junior's father not object after Junior says he wants to go and work, instead of staying home?
11. Do you think Junior's dream is realistic? If not, what needs to change in order for it to come true?

INTERDISCIPLINARY ACTIVITIES

Because *Junior's Dream/El sueño de Junior* covers a variety of themes and concepts, the story is ideal for use in teaching a variety of subjects while strengthening a student's reading, comprehension and analytical skills. Below are a number of suggested strategies for use of the book in a number of subjects.

ELL/ESL Teaching Strategies

1. After covering the introduction and exploring the book materials, read aloud the first two pages of either the English or Spanish versions. Model thinking aloud about what you read. Then read the other language version aloud. Flipping from the Spanish to English versions and vice-versa, model which words sound or are close to being spelled the same way. Write those words on the chalk or whiteboard.
2. After discussing the similarities or differences of the words on the board, ask students to pair up and do the same exercise. If your class is strictly an ESL class, ask students to pair up and compare the Spanish to the English versions. What words look the same, which look different? Have students write their lists and then share with the class.
3. Encourage student engagement by asking students to share an experience where they encountered a word selected. Then ask students to discuss what the opening to the book reveals. What does it tell you about the narrator? His family? What do they feel the story will be about? This exercise engages students as readers and gets them thinking about the text, characters, relationships, situation, and most importantly, language.
4. As you start to read the book, and even after you progress into the book, assign partners and have them alternate reading between paragraphs or pages. Have them repeat passages after one another or listen to the more fluent reader. Students who speak Spanish can help with pronunciation of the Spanish or read the Spanish alongside a student reading the English text, and vice-versa.
5. Ask students to select a page from which to write down ten words in Spanish or English. Have them "flip" the book over to the same page in the Spanish or English versions, then have them find and write down the words they feel match those that they wrote down.
6. With a partner, have students lay the Spanish and English versions of the story side-by-side. Practice memorizing short sentences and then saying them aloud. Check if correct by looking at the appropriate version.

[Note: As students answer the final three points below, have them practice their English or Spanish.]

7. After finishing a chapter, ask students to write three to five points that the chapter makes or questions they have about the text. Then let students pair up and discuss.
8. After the reading:
 - a. Review the illustrations in order and then ask students to summarize what is happening in each one, first orally, then in writing.
 - b. Working in pairs, ask students to identify which character they identified closest with, then have them explain why.
 - c. Working in pairs, ask students to retell either the plot of the entire book or key details in a particular chapter. Then ask students to write a short summary or opinion about what they felt was the major theme of the book.
9. Junior's family worked long, arduous hours under a hot West Texas sun. Ask students if they would be willing to work under such conditions. If the answer is no, ask what it would take to change their minds.

English Language Arts

1. Cover the introduction and “exploring the book” materials with your students.
2. As you progress through the book, use the While, After and Connecting sections to facilitate discussions, questions and writing assignments related to language arts.
3. As an introduction, or a continuation of material(s) you’ve previously taught your students, have students read the first two or three pages of *Junior’s Dream/El sueño de Junior*. Afterwards, ask them to discuss what the opening reveals about Junior, his family and the trip they are about to undertake. Over the course of reading the book, or once the book is completed, ask students to imagine meeting Junior in person, then have them do the following:
 - a. Ask students to pair up. Using the art of communication, ask students to quickly persuade or convince Junior that his dream will come true. Then have them do the opposite. Once finished, ask students to discuss with each other how well he or she did in convincing Junior that his dream will, or will not, come true.
 - b. Once finished with the exercise, ask students to write Junior a letter supporting or discouraging his dream. Then have them read their letters aloud. Were letters convincing? If so, what made them convincing: words, phrasing, grammar? Likewise, was grammar and phrasing used correctly?
4. Whenever Junior or his siblings want to give up while picking cotton, their parents encourage them to keep working. With this in mind, separate your class into equal groups of two, three or four. Assign half of each group to give up on picking cotton and the other half to offer them words of encouragement. Ask students to focus on fluency and phonics of words. This exercise allows for visual and auditory learning so that students are not just reading but interacting with each other to explore the sound and meaning of words.
5. Using specific examples from the story, as a class or individually, have students compare and contrast two of the characters in the story. Have them write down at least five examples. When finished, have students present one of their findings to the class and to read the part of the story that supports their conclusion. This exercise will improve a student’s close reading skills, analysis, interpretation, as well as drawing inferences and themes from a text.
6. Have students select an illustration from *Junior’s Dream/El sueño de Junior*, then ask them to write a caption describing the illustration as it relates to the story. This will ensure that students are understanding what they’re reading, while improving their writing and listening skills.
7. Vocabulary is an important strand of language arts, as is the continual growth in a student’s word bank. From 3rd to 12th grades, students will acquire approximately 3,000 new vocabulary words per year! With this in mind, have students write down words from the book that are unfamiliar. Students can also create flashcards from this list that they can combine with others in order to practice word recognition.



Social Studies

1. Cover the introduction and “exploring the book” materials with your students.
2. As you progress through the book, use the While, After and Connecting sections to facilitate discussions, questions and assignments related to social studies.
3. Encourage students to research issues faced by migrant farm working families by having them research and print out at least three articles related to the issues they uncovered. Have students briefly describe the issue covered in each article and then select one article to present to the class.
4. Identify for students the geographic areas from where the greatest percentage of migrant farm families come from. Based on what they know of the world’s history, ask them to guess why this is the case. After a list has been developed, assign students a “guess” from the list to research. Was their assumption correct or not?
5. Ask students to imagine having to leave school before the end of every school year. How would that impact their ability to learn? To make and sustain friendships?
6. Ask students to think about how they view migrant farm working families. Do they know or have family members that are migrant farm workers? When they think of migrant farm workers, what are some characteristics that they assign to them? Are these characteristics based on fact or perception? If based on perception, where did this view come from: television shows, the news, newspapers, the internet?
7. Share general information about the Farmworker Justice Website. Have students explore the website (www.farmworkerjustice.org) and answer some or all the following questions:
 - a. What is the Farmworker Justice purpose?
 - b. What are some of the services offered by this organization that Junior’s parents could use to their advantage?
 - c. What does the organization seek to do?
 - d. What is its vision?
 - e. In what five areas does the organization primarily carry out its work? Are there other areas that should be included?
 - f. Finally, ask students why they feel organizations like these are important.
8. Why are books like *Junior’s Dream/El sueño de Junior* important when bringing attention to issues seldom discussed in classrooms? As a class identify other issues faced by Mexicans/Mexican Americans/Latinos/Hispanics that are rarely talked about in schools. Why do you feel this is the case?
9. As a class, discuss the benefits and value of having a “flip” book that contains both the Spanish and English versions of a story.



Math

1. Cover the introduction and “exploring the book” materials with your students.
2. As you progress through the book, use the While, After and Connecting sections to facilitate discussions, questions and assignments related to math.
3. While or after reading the book, ask students why math is important to Junior and his family.
4. Have students identify math problems that appear throughout the book, then ask them to write out and solve the problems.
5. Create additional math and word problems that relate specifically to *Junior’s Dream/El sueño de Junior*, e.g., If one bale of cotton can make 215 pairs of jeans, how many pairs can 4.5 bales make?
6. Going beyond *Junior’s Dream/El sueño de Junior*, ask students to research math related questions pertaining to migrant farm working families. For example, how much do American consumers save a year thanks to the low wages earned by migrant farm workers? How much does the US government claim that migrant farm workers cost the US government each year?



Science

[Note that this section can be used in conjunction with the Geography section.]

1. Ten to twelve days before starting to read *Junior's Dream/El sueño de Junior*, introduce your students to a variety of seeds. Show and tell them what grows from each seed. Save the cotton seed for last. Ask students to guess what kind of plants will grow from the seeds. Compare and contrast the size and characteristics of the seeds.
2. Have your students plant three to five cotton seeds in a pot. Ask students to examine them a daily basis and keep a log on what they see. Is a plant growing? Does the plant need to be watered? How tall does a plant grow from one day to the next? [Note: If your plant does not grow, use an image of a cotton plant as a resource for what follows.]
3. Compare cotton plants to flowers or other plants that grow in your school's neighborhood. What characteristics do they share? How are they different? Ask students what would be easier to do: grow cotton in their neighborhood or a flower from their neighborhood in the cotton fields of West Texas? Ask them to explain their answers.
4. If you choose to, cover the introduction and "exploring the book" materials with your students.
5. As you progress through the book, use the While, After and Connecting sections to facilitate discussions, questions and assignments related to science.
6. As you start to read *Junior's Dream/El sueño de Junior*, use the book's cover to introduce students to the cotton plant that they've been growing or the image you used to introduce the cotton plant. Relate the importance that cotton plays in the story.
7. As students start to read *Junior's Dream/El sueño de Junior*, ask them to note any mention of cotton as it relates to science. For example, how does Junior describe the growing cycle of cotton? What clues does Junior offer as to what a cotton plant looks like?
8. Pass out a worksheet that students can fill in with details regarding the growing cycle of cotton and the parts of a cotton plant and boll. Have your students compare the information on their worksheets to how Junior describes it.
9. Give each student (or group) one cotton boll. Have students actually remove cotton from the boll and separate seeds from the cotton boll. Have your students examine the cotton fiber under a magnifying lens. Ask students to describe and draw what they see. Explain how fibers are transformed into thread, some of which is used in our everyday lives, i.e. clothing.
10. Using their hands, have your students feel how light a cotton boll is, and then compare it to the weight of a pair of jeans. Ask students to consider how many cotton bolls are needed to produce a pair of jeans.
11. As the weeks pass, and if possible, maintain your cotton plant. Continue to point out how it has grown and changed, and hopefully, started to produce cotton!



Geography

[Note that this section can be used in conjunction with the Science section.]

1. Ask students to reflect on the cover for *Junior's Dream/El sueño de Junior*. What does the cover tell us about the geography needed to grow cotton?
2. If you choose to, cover the introduction and “exploring the book” materials with your students.
3. As you progress through the book, use the While, After and Connecting sections to facilitate discussions, questions and assignments related to geography.
4. Reflect on the importance that cotton plays in the book. What would happen to Junior’s family if they did not have cotton to sustain them?
5. What does Junior tell us about the geographical characteristics that make West Texas an ideal region for growing cotton?
6. Have students research where else cotton is grown in the US and the world, then ask them to discuss the following questions in pairs or groups:
 - a. What geographical characteristics do areas that grow cotton share?
 - b. Why is growing cotton seasonal? How does this impact Junior and his family?
 - c. Would it be possible to grow cotton where Junior lives in Piedras Negras, Mexico? Why or why not?
 - d. Are there other plants used to produce products or food that grow near your students, and if so, what are they and what are they used for? Most importantly, what is it about the geography of where they live that makes growing this particular plant possible?



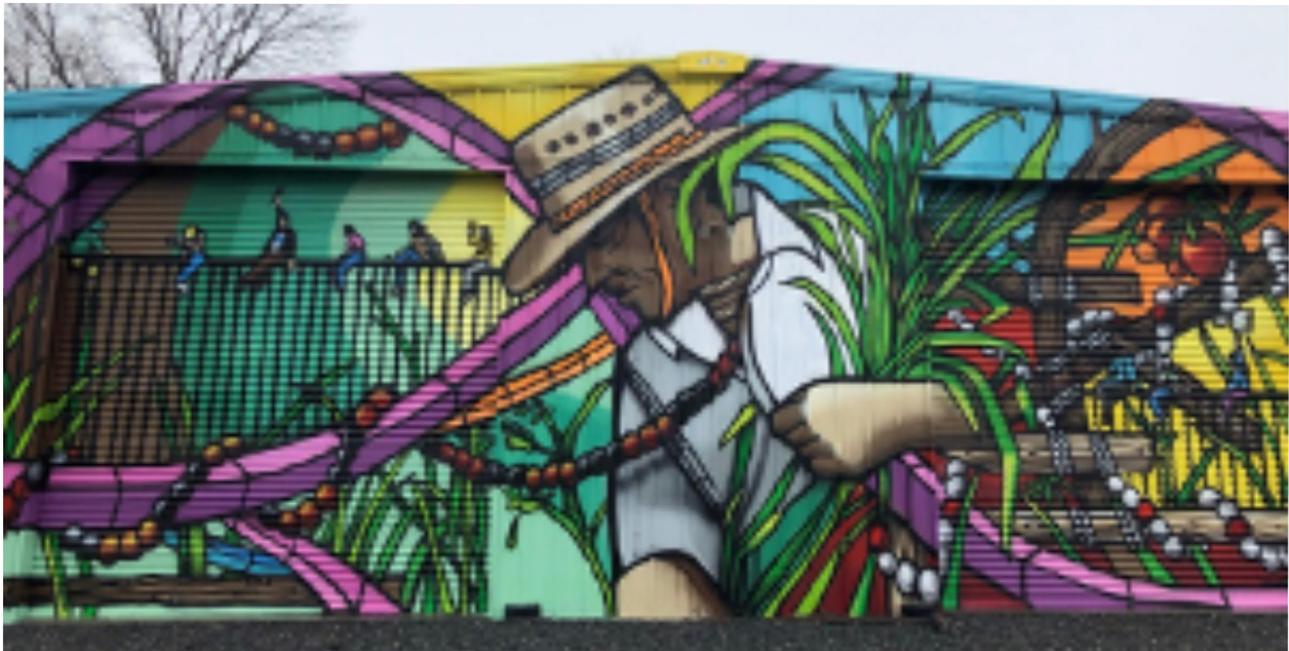
7. If possible, take students on a field trip to a cotton field or to another field that produces plants used in students’ everyday life. While there ask students to consider the following questions:
 - a. What makes growing the plant possible: the soil, irrigation, climate?
 - b. Would cotton grow in this soil? Why or why not?
 - c. How are the plants harvested when ready? Are migrant farm workers used to harvest the plants? If so, where do they come from? Where do they live while harvesting? What is it about the region where the migrants live that causes them to travel in search of work?

Art, Media and Music

Art

If you choose, cover the introduction and “exploring the book” materials with your students prior to reading the book or undertaking the suggested strategy below. As you progress through the book, you can use the While, After and Connecting sections to facilitate discussions, questions and assignments related to art.

In early 2020, Mikey and Danielle Hutchison, the owners of Beacon Village Farm, commissioned artist Edwin David Sepulveda to create and draw a mural on the side of a barn located on their mid-western farm. They did this in order to show appreciation to their seasonal workers from Guatemala who have been helping with their harvest for the past five years.



Read the article pertaining to the mural at:

<https://www.bpr.org/post/barn-mural-old-fort-pays-tribute-immigrant-farmworkers#stream/0>

Then answer the following questions:

1. Why did the Hutchinsons feel it was important to honor seasonal workers by having a mural painted on the side of their barn?
2. When Mickey Hutchinson says that the mural is part of “reality,” what does he mean?
3. Why was creating this piece of work important to the artist, Edwin David Sepulveda?
4. How does Mr. Sepulveda, a.k.a., Don Remix, use the actual structure of the barn to give his mural an unexpected meaning?
5. Were the Hutchinsons taking a risk in having this mural painted on the side of their barn? If so, how?
6. At the end of the article, farmers have a particular hope for the mural. What is it? And do you think it will succeed? Was the fact that it was a work of art make a difference? Why or why not?
7. Are there other artists who have created murals or other pieces of art honoring migrant farm workers? If so, research the artist and then create a piece of art inspired by the artist in honor of Junior and his family. If possible, showcase your art in a school hallway.

Art, Media and Music continued

Media

If you choose, cover the introduction and “exploring the book” materials with your students prior to reading the book or undertaking the suggested strategy below. As you progress through the book, you can use the While, After and Connecting sections to facilitate discussions, questions and assignments related to media.

A great number of films and documentaries have been made regarding the plight of migrant farm workers. Chief among them is Edward R. Murrow’s *Harvest of Shame*, a 1960 television documentary that showed the plight of American migrant agricultural workers.

As a class, watch *Harvest of Shame*. The movie is available at no charge on YouTube (search for “*Harvest of Shame* YouTube”). Ask students to take notes on issues covered in the film that also apply to *Junior’s Dream/El sueño de Junior*. When the film is finished, discuss the issues identified by students and then have each student find and print out a photograph on the Internet that relates to an issue of their choice. Bring these images together to create a “Tribute to Migrant Farm Families Wall.” Get permission from the school principal to locate this wall in a hallway.

Music

If you choose, cover the introduction and “exploring the book” materials with your students prior to reading the book or undertaking the suggested strategy below. As you progress through the book, you can use the While, After and Connecting sections to facilitate discussions, questions and assignments related to music.

As Junior’s family travels to West Texas, Junior loves to listen to Mexican music because it keeps perfect time to the sound of La Blanca’s wheels on the pavement. But music also serves a much deeper role in the book. Think about what that role might be, then answer the following questions:

1. Does music mean more to Junior than he lets on?
2. How does Junior’s mother use music to show her joy or displeasure?

Musical genres banda, mariachi, norteño and ranchera are among today’s most popular Mexican music, but other types include huasteco, jarocho, grupera and tamborazo zacatecano. Each one is unique, but there is also a whole genre of Mexican music dedicated to the plight of migrant farm workers. The lyrics to some of these can be found at the National Farm Worker Ministry website: nfwm.org/resource-center/worshipresources/farm-worker-songs/. Visit the website and then:

1. Select a song.
2. Print out the lyrics and pass them out to students.
3. Find a recording of the song and share it with your students.
4. Ask students to identify issues in the song that relate to *Junior’s Dream/El sueño de Junior*.
5. Then ask students to write a song of at least twenty lines that tells the story of one aspect relating to *Junior’s Dream/El sueño de Junior*.
6. Have students share their lyrics with the class, and if they would like to, have them sing their songs or even play a musical instrument while singing.

Home School Connection

1. Cover the introduction and “exploring the book” materials with your students.
2. As you progress through the book, use the While, After and Connecting sections to facilitate discussions, questions and assignments related to the book.
3. In addition, encourage your students to research issues faced by migrant farm working families by having them find and print at least three articles related to the issues they uncovered. Have your student or students briefly describe the issue(s) covered in each piece and then select one article to present to the class.
4. Identify for your students the geographic areas from where the greatest percentage of migrant farm families come from. Based on what they know of the world’s history, ask them to guess why this is the case. After a list is developed, assign your students a “guess” from the list to research. Was their assumption correct or not?
5. Ask your students to imagine having to leave school before the end of every school year. How would that impact their ability to learn? To make and sustain friendships?
6. Junior and his family are make-believe characters, but the challenges they encounter are real. In order to understand the challenges faced by “real” migrant farm workers, introduce your students to them in the following way:
 - a. Have your students think about and write down questions they would ask a migrant farm worker if they had a chance to interview one.
 - b. If possible, schedule an interview with your students and an actual migrant farm worker, especially one who travels with his/her family. Have your students use their questions and then create reports or presentations based on the interview.

If no migrant farm workers are available to interview, find an interview online. An interview conducted by NPR producer, Felix Contreras, with his father titled, *Memories of a Former Migrant Worker*, can be found at the following link: <https://www.npr.org/sections/pictureshow/2010/10/08/130425856/cesar-chavez>

7. Have your students watch the movie, *The Harvest*, and then:
 - a. Ask your students to share their favorite part of the movie and why they like that part.
 - b. Ask your student(s) to share how the movie relates to *Junior’s Dream/El sueño de Junior*.
8. Before or after reading the book, ask your students to research the history of migrant farm workers in the US and the role cotton played in shaping the history of America. Ask your students to relate some aspect of their findings to *Junior’s Dream/El sueño de Junior* and give a presentation based on their findings.



CONNECT WITH THE INTERNET

¡Colorín Colorado!

A bilingual site for educators and families of English-language learners.

<https://www.colorincolorado.org>

National Farm Worker Ministry

<http://nfwm.org>

Farm Worker Justice

<https://www.farmworkerjustice.org>

United Farm Workers

UFW.org

Timeline of Agricultural Labor

<http://nfwm.org/farm-workers/farm-worker-issues/timeline-of-agricultural-labor>

Migrant Labor in the United States - PBS

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Harvest of Shame: The Documentary

https://www.youtube.com/watch?v=yJTVF_dya7E

Youth in Agriculture - The US Law

Occupational Safety and Health Administration (OSHA)

<https://www.osha.gov/SLTC/youth/agriculture/other.html>



 MEET THE AUTHOR & ILLUSTRATOR


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