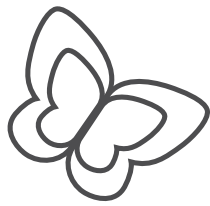


<p><b>Summer of the Mariposas</b></p> <p>This journal belongs to:</p> <p>.....</p>
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ISBN: 978-1-64383-073-5

Printed in the United States of America  
02 LSCOW 2020



**Sub-Unit 1** • pages 6–77



**Sub-Unit 2** • pages 78–101













Sub-Unit 1

# Summer of the Mariposas

1. What are some things you pay attention to when choosing where to sit?

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2. Write two things that stand out to you after listening to the Prologue.

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3. Write two questions you have after listening to the Prologue.

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1. What are three observations you might make about the characters, setting, situation, or key themes based on just the opening paragraph of the Prologue?

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2. What feelings or thoughts about *Summer of the Mariposas* do you have based on this paragraph?

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3. Work with your group to sort the observations you already made about key details in the Prologue into the chart below. You can add more than one observation to each category.

Then, review the rest of the Prologue and add three additional observations.

	Observation	Detail From the Text
Character	Their father is gone.	"Almost a year after our father left the house, never to be heard from again"
Setting		
Situation/Plot		
Central idea/Theme		

1. These girls would probably describe their life at the moment this event happens as:

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2. In addition to a dead body, one challenge these girls may face is:

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3. Apart from the dead body, one thing to pay attention to as the book continues is:

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1. Think of three words that someone might use to describe you. Next to each word, write a reason why someone might describe you that way.

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2. Based on the two details you highlighted, what is your first impression of Odilia?

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3. Think about your first impression of Odilia. Write whether it is still the same and why.

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4. What are two direct observations you could make about Odilia based on the following paragraph, page 3 of the Prologue:

“The summer of the *mariposas*, we abandoned our beloved *Lotería* for good, neglected our chores, and went completely wild. We cared for no one but each other, not even Mamá. Because we were always unsupervised, we finally had the freedom to do whatever we wanted, wherever we wanted, whenever we wanted.”

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5. Write some words you might use to describe Odilia’s character based on your highlights.

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1. What is one way in which your understanding of Odilia and her point of view is similar to your partner's?

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2. What is one way in which your understanding of Odilia and her point of view is different from your partner's?

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1. What is the problem the Garza sisters face?

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2. What solution would *you* propose?

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3. Why would that be your choice?

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1. Match a “first impression” to each sister. Write the name of the appropriate sister next to the statement.

Sisters: Odilia, Juanita, Delia, Velia, Pita

- This sister seems cautious.

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- This sister seems impulsive.

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- This sister seems decisive.

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- This sister wants to do the right thing.

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- This sister wants adventure.

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2. Which sister are you profiling?

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1. Based on what you have read so far, what are the one or two character traits you've observed most often in this character?

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Complete the chart with your group.

1. Select four highlighted pieces of text that you feel best represent the sister you are annotating. Record this information in the first column of the chart.
2. In the next column, write in the character trait that is revealed by each piece of text. You should have at least two different character traits included in your chart.

Sister's Name: .....	
Textual Evidence	Character Trait Revealed



1. If the setting described in the Prologue is a description of the ordinary world in *Summer of the Mariposas*, what is not right or does not feel right?

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Complete questions 2–4 with your group.

2. Who is the hero in *Summer of the Mariposas*? You can choose more than one character. Use evidence to explain why you chose this person or people.

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3. Describe the moment when the hero is called to adventure in *Summer of the Mariposas*. What is the adventure? Does the hero try to refuse that call? What finally convinces the hero to accept?

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4. Who is the mentor? Describe the mentor in *Summer of the Mariposas*. What wisdom and/or gifts does the mentor offer to the hero for the journey?

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1. What is one thing La Llorona says or does that shows she is Odilia's mentor?

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2. How does Odilia react to La Llorona?

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3. In what two ways is La Llorona portrayed as having wisdom and useful experience?

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4. In what two ways is La Llorona portrayed as *not* having wisdom and useful experience?

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5. What do you think is the most important wisdom La Llorona gives Odilia about the journey? Write in your quote.

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6. Do you think Odilia should trust La Llorona to guide her on this journey? Why or why not?

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2. Have you noticed any people, places, or things that might have already been used as symbols in *Summer of the Mariposas*? If so, list them here.

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1. What do you already know about butterflies?

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2. What are some other ways the girls might be similar to the butterflies?

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3. According to McCall's definition, butterflies are symbols of transformation. Based on what you already know about butterflies, why does that make sense?

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4. Many also believe that butterflies are “the cheerful souls of their loved ones. . . their ancestors, returning home transformed. . .” Think about the life cycle of the butterfly. What similarities do butterflies (the final stage) have with departed souls?

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1. What is happening in this part of the story?

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2. What are the butterflies doing?

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3. What person(s), place, thing, or idea might the butterflies symbolize in this passage?

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4. What specific words in the passage support your answer to question 3? Write one or two sentences to explain your answer.

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5. What is happening in this part of the story?

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6. What are the butterflies doing?

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7. What person(s), place, thing, or idea might the butterflies symbolize in this passage?

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8. What specific words in the passage support your answer to question 7? Write one or two sentences to explain your answer.

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1. Would you claim that the Perdido family is better off before or after the girls return the dead man? Why?

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2. What surprises Odilia and her sisters the most about returning the body?

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1. Fill in this chart to prepare your group for the discussion.

<b>Detail/Quote From the Text</b>	<b>In what way is the family “lost”?</b>
“After admitting to herself that Papá wasn’t going to send any more money, she’d done the responsible thing and gone out and found her very first job.” (Prologue)	The family has lost the income from the father.

2. Based on the evidence you collected in your chart, think of the two main ways the Garza family (or member of the family) is lost.

a. Select a piece of evidence that shows one way the family (or a member of the family) is lost and write it here, then explain what this evidence shows you.

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b. Select another piece of evidence that shows one way the family (or a member of the family) is lost and write it here, then explain what this evidence shows you.

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3. What information or ideas did you learn about the characters that you would like to share with others?

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1. Based on the class discussion, what are two key ways that the Garza family or a member of the Garza family is lost?

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2. Based on your discussion, what do you think La Llorona wants the Garzas to do to “find each other” again?

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1. At this moment in the chapter, how does Odilia feel?

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2. At this moment in the chapter, how does Odilia feel?

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3. At what point should Odilia have suspected that going with Cecilia was not a good idea?  
Write down the line you chose here.

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1. How do you think Odilia might describe the way Cecilia speaks to and acts toward the girls when they first encounter her?

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2. Why does Cecilia act this way?

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3. How do you think Odilia might describe the way her mother speaks to and acts toward her during their encounter?

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4. Why does Odilia's mother act this way?

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5. Review your responses to questions 1 and 3.

- Write one sentence to compare Cecilia and Mamá.

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- Write one sentence to compare Odilia's reactions to the two women.

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What do you notice about the key points of these episodes from *The Odyssey* and *Summer of the Mariposas*?

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1. How does Circe trap Odysseus and his men?

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2. Why does Circe let Odysseus and his men go?

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3. How does Cecilia trap Odilia and her sisters?

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4. Why does Cecilia let Odilia and her sisters go?

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Review your answers to questions 1–4.

5. List two ways that Circe and Cecilia are similar.

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6. List two ways that Circe and Cecilia are different.

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1. Why does Odysseus anchor his ship at Circe's island?

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2. How does Odysseus convince Circe to undo her curse on Odysseus's men?

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3. Identify two details that give you an understanding of Odysseus's character. Which character trait is most noticeable in his encounter with Circe? For example, is he stubborn? Smart? Brave? Lazy?

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4. Why does Odilia allow her sisters to follow Cecilia—a complete stranger?

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5. How does Odilia help the sisters to escape from Cecilia's spell?

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6. Identify two details that give you an understanding of Odilia's character. What character trait is most noticeable in her encounter with Cecilia? For example, is she stubborn? Smart? Brave? Lazy?

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7. List two ways that Odysseus and Odilia are similar.

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8. List two ways that Odysseus and Odilia are different.

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1. What ideas do you get about Enrique's journey from the map of his route and the information you just read?

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2. What is the same and what is different about Enrique's and the Garza sisters' journeys? Think about the distance, the motivation for the journey, the direction of the journey, and the lack of a parent on the journey for your response.

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1. What is another detail that supports your idea about how dangerous the trip is?

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2. What does Enrique do that shows this journey is dangerous and that he is afraid when he is riding on the train?

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3. Now that you have looked at some details about the journey on the train through Chiapas, why do you think the priest calls the land around the train, “a cemetery with no crosses, where people die without even getting a prayer”?

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4. What does Enrique have in common with some of the other riders of the train?

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5. Describe what you notice in these details.

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6. Write a detail that shows why people call the train by that name.

- *El Gusano de Hierro*, The Iron Worm

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- *El Caballo de Hierro*, The Iron Horse

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- *El Tren Peregrino*, The Pilgrim's Train

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7. Enrique describes the train as magical. What qualities make the train seem like magic to Enrique?

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8. For those who call the train the *El Caballo de Hierro* and *El Tren Peregrino*, what might the train symbolize?

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9. Overall, what is Enrique's attitude toward the journey he is making?

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1. What is one difference you notice between the dangers that Enrique faces and those of the girls' journey? Explain.

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2. What type of magic do the girls encounter on their journey?

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3. How is this magic similar to or different from the way Enrique describes the magic of the train?

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4. What is one motivation for their journeys that is shared by both the Garzas and Enrique?

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1. Write one quote that supports how united you think the sisters are.

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2. Describe two things Gaudalupe Garcia McCall does when she writes that help you understand how united the sisters are.

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3. Which experience of the scene gave you the clearest understanding of the sisters' relationship at the start of this book? Explain your answer.

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1. Write one quote that supports how united you think the sisters are.

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2. Which experience of the scene gave you the clearest understanding of the sisters' relationship at this point in the book? Explain your answer.

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3. In comparing the two scenes, what have you noticed? What is one similarity in their relationship? What is one difference?  
Do they now seem closer or farther away from their motto?

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Write one quote that supports how united you think the sisters are during the battle with the *lechuzas*.

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1. Which passage from this paragraph in chapter 14, page 215, gives the clearest foreshadowing that Chencho will turn out to be the *chupacabras*?

**Start:** [Once outside the barn, Pita stood behind me...]

**End:** [...his shy smile confirmed it for us: he was human.]

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2. What is one other detail from this paragraph that the writer used as a clue to foreshadow Chencho's true identity?

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Do the Garza sisters follow through on their resolution (plan) to kill the *chupacabras*? Use evidence from the text to support your answer.

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1. Explain why you chose (Forgiving/Proud/Brave/Kind/Other) to describe Odilia based on your highlight.

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2. Explain why you chose (Forgiving/Proud/Brave/Kind/Other) to describe Odysseus based on your highlight.

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3. What is one similarity between Odilia and Odysseus in these two stories?

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4. What is one difference between Odilia and Odysseus in these two stories?

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5. Choose one of the following sentences to write a claim based on your clearest comparison between Odilia and Odysseus in these encounters with monsters.

a. Use this structure to focus on a difference between the two characters:

While Odysseus is ..... because he ..... [evidence of what he does or says], Odilia is ..... because she ..... [evidence of what she does or says that is different].

b. Use this structure to focus on a similarity between the two characters:

Odysseus and Odilia are ..... because they both ..... [evidence of what they do or say that is similar].

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1. Write a sentence (or sentences) from the text that includes the *mariposas*.

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2. What is happening in this part of the story?

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3. What are the *mariposas* doing? What specific words or phrases does the author use to describe them?

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4. In a previous lesson, you discussed some of the possible symbolic meanings of the *mariposas*. Which of these symbolic meanings might the *mariposas* represent in the passage you investigated?

- Transformation
- The ancestors and their support of the sisters
- The sisters
- Other

5. Write one or two sentences to explain your answer. What connections do you see between what the *mariposas* are doing and their symbolic meaning?

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## Daybreak

1. What do you already know about daybreak?

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2. What is happening in the story?

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3. What role does daybreak play in this scene?

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4. What person, place, thing, or idea does the symbol represent in this passage? Write one or two sentences to explain your answer.

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## The Ancient Aztec Pendant

5. What do you already know about the ancient Aztec pendant?

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6. What is happening in the story?

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7. What does the pendant do or what is being done to it?

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8. What person, place, thing, or idea does the symbol represent in this passage? Write one or two sentences to explain your answer.

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As the girls complete their journey to Mexico—back to their ordinary world in Texas—how similar or different do they and their lives seem from when they began their journey? Explain your choice.

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1. Do the details of this scene fit the idea that *the return home will allow the hero to heal the ordinary world*? Explain your answer.

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1. Who is the hero or heroine in *Summer of the Mariposas*? You can choose more than one character. Use evidence to explain why you chose this person or people.

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2. Describe the hero's ordinary world in *Summer of the Mariposas*. What about the ordinary world is not right or troubling for the hero?

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5. When does the hero cross the threshold between the ordinary world and the unknown world in *Summer of the Mariposas*? Explain your thinking.

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6. Identify the main people who help the hero and explain what help they give.

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7. Describe the tests and enemies the hero faces in *Summer of the Mariposas*. Which enemy presents the biggest challenge and how does the hero overcome that challenge?

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8. What is the moment where the hero achieves the goal of the journey in *Summer of the Mariposas*? What treasure does the hero receive at the end of the journey?

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9. How does the journey change the hero in *Summer of the Mariposas* or what does the hero learn that helps the hero feel whole and at peace? What is the final test and how does this test complete the transformation?

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10. Choose two quotes that provide evidence that the Garza girls have changed (transformed) over the course of the novel and write them here.

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4. Look at the details you underlined that show the family is still “lost.” Explain what these details show you about how the family is still “lost.”

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1. Work with your group to gather more evidence of where you see characters are “whole” or still “lost.”

<b>Detail/Quote From the Text</b>	<b>Does this detail show the family “whole” or “lost”?</b>	<b>Explanation</b>
“As soon as she saw us, Mamá ran around the table to reach us.” (chapter 18, page 288)	whole	The girls and Mama have been reunited after 12 days apart.

2. Write the two best pieces of evidence from your chart.

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3. What information or ideas about the characters did you learn that you would like to share with others?

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## Sub-Unit 2

# Write an Essay











A series of horizontal dotted lines for writing an essay.



A series of horizontal dotted lines for writing an essay.











A series of horizontal dotted lines for writing an essay.







## Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final copy of your essay.



A series of horizontal dotted lines for writing an essay.



A series of horizontal dotted lines for writing an essay.











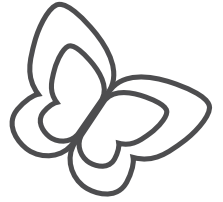
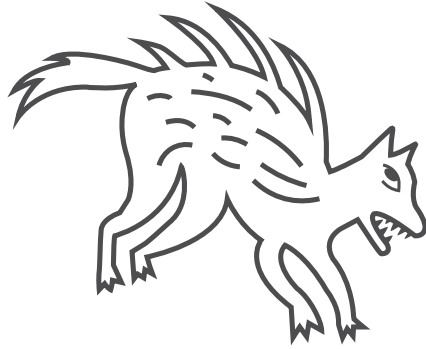












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Published and Distributed by Amplify.  
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ISBN 9781643830735



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