

# AN EDUCATOR'S

## GUIDE TO



# ABOUT THE BOOK!

From the award-winning author of ***The First Rule of Punk*** and ***Strange Birds*** comes a dazzling novel about a young girl who collects the missing pieces of her origin story from the family of legendary luchadores she's never met.

Twelve-year-old Adela "Addie" Ramírez has a big decision to make when her stepfather proposes adoption. Addie loves Alex, the only father figure she's ever known, but with a new half brother due in a few months and a big school theater performance on her mind, everything suddenly feels like it's moving too fast. She has a million questions, and the first is about the young man in the photo she found hidden away in her mother's things.

Addie's sleuthing takes her to a New Mexico ranch, and her world expands to include the legendary Bravos: Rosie and Pancho, her paternal grandparents and former professional wrestlers; Eva and Maggie, her older identical twin cousins who love to spar in and out of the ring; Uncle Mateo, whose lucha couture and advice are unmatched; and Manny, her biological father, who's in the midst of a career comeback. As luchadores, the Bravos's legacy is strong. But being part of a family is so much harder—it's about showing up, taking off your mask, and working through challenges together.

# ABOUT THE AUTHOR!



Celia C. Pérez is the author of the award-winning and critically acclaimed books ***The First Rule of Punk***, ***Strange Birds: A Field Guide to Ruffling Feathers***, and ***Tumble***. She lives in Chicago with her family, where in addition to writing books about lovable weirdos and outsiders, she works as a librarian. When she was in middle school, she filled diaries with recaps of televised wrestling matches. Visit her at [celiacperez.com](http://celiacperez.com).

★ THIS GUIDE WAS WRITTEN BY JULIA E. TORRES. ★

**JULIA E. TORRES** is a nationally recognized veteran language arts teacher-librarian in Denver, Colorado. Julia facilitates teacher development workshops rooted in the areas of anti-racist education, equity and access in literacy and librarianship, and education as a practice of liberation. Julia's work has been featured on NPR, AlJazeera's The Stream, PBS Education, KQED's MindShift, Rethinking Schools, Learning for Justice Magazine, and many more. She is a current Amelia Elizabeth Walden Book Award committee member, a member of both the Book Love Foundation and ALAN boards of directors, an Educator Steering committee member, a The Educator Collaborative Book Ambassador, and a co-founder of #DisruptTexts. You can find her at [juliaetorres.com](http://juliaetorres.com).

# DISCUSSION QUESTIONS

## CHAPTERS 1–5

- ★ What do you know about lucha libre? What would you like to know?
- ★ Addie says, “Wrestling was a lot like mythology” (6). What similarities can you find?
- ★ Sometimes, adults keep information from young people, just as Addie’s mother keeps the secret about her birth father from her. Why do you think that is?
- ★ Cy calls herself “Blaxican” because she is Black and Mexican American. Are there lots of people of mixed ancestry/heritage in your community? If so, what are some of the cultures that are represented? How can we celebrate our differences, rather than become divided by them? (37)

## CHAPTERS 6–10

- ★ When Cy reads the Bravos’s quote, “There’s no crying in wrestling” (55) she responds with “Okaaaay.” Why do you think Cy responds that way? How can this quote be helpful? How might it be harmful?
- ★ Have you ever been told something was “for the best” by an adult? Did you agree or disagree? What happened?
- ★ What do you know about La Llorona? What supernatural figures have you been told about by adults? Why do you think these figures exist?
- ★ What do you think about Cy’s predictions from the oracle cards (79–82)? Assuming the cards are a tool for Cy to access her own divination skills, do you think you could make some cards and do as she did?
- ★ Why is it a problem to take something from the historical society without permission? Have you ever done what Addie did (84)? What happened?
- ★ Have you ever been caught snooping through someone else’s belongings? If so, why were you snooping? If not, have you ever caught someone else? What happened? (94)

# ★ DISCUSSION QUESTIONS ★

## CHAPTERS 11–15

- ★ What stories do you know from Greek or Roman mythology? What stories do you know from other mythology from around the globe? See: [Tzitzimime](#)
- ★ How can pulling off a wrestler's mask be like a "spiritual death"(147)?

## CHAPTERS 16–20

- ★ What do you think about the reason Addie was given for why women couldn't wrestle in Mexico City? (189)
- ★ Take a look at [this gallery](#) of luchadoras. Which picture is your favorite and why? How do the pictures impact your existing ideas of women in wrestling?
- ★ What do you know about the Aztecs and their concept of time? What would you like to know?  
See: [Aztec calendar - Students | Britannica Kids | Homework Help](#) and [Aztec calendar - Academic Kids](#)
- ★ Consider completing this KWL chart on your own or with others in your learning community. [Additional Resource: KWL Chart Template | What is a KWL Chart? | Miro](#)

## CHAPTERS 21–25

- ★ Who are "The Eagle" and "The Mountain"? What do they have in common?
- ★ What do you think about the statement by Manny that "Wrestling's roots are in the carnival"(211)? Does that make sense to you?
- ★ Do you agree with Addie's thinking about the cells that should regenerate (those from "the heart, the brain, and the eyes"(220))?
- ★ Have you ever seen a live wrestling match? What was it like? Tell your story to those in your discussion group/learning community.

# DISCUSSION QUESTIONS

## CHAPTERS 26–30

- ★ How is wrestling like a combination of science and myth? (251)
- ★ What do you think about the knowledge that some wrestling matches are choreographed?
- ★ Did you know there were Black Founding Fathers? See: [James Armistead Lafayette](#). If you didn't know about them previously, why do you suppose you were not taught about them? (260)
- ★ Why do you think Gus pushes Addie away? (287)

## CHAPTERS 31–END

- ★ What is the story behind Addie's name? (294) Is there a story behind your name? If so, share with those in your learning community. If not, what story would you choose? See: [Behind the Name](#) for more.
- ★ What does Uncle Mateo reveal about Manny's childhood? (302) Does this change the way you see him? Do you think this changes the way Addie sees him?
- ★ What is the significance of Rosie leaving her cape with Addie? (326)
- ★ Discuss the similarities and differences between a "dad" and a "father" that Addie ponders on page 333. Why do you suppose she feels the way she does? Do you agree or disagree with her?
- ★ What does Addie reveal to her mother about the adoption process? (337) Have you ever wanted to tell someone you care about and respect that they were wrong about past decisions that affected you? How did it go?



# EXTENSION ACTIVITIES

## PRE-READING

1

Take a look at the book's front and back covers. What do you think the story might be about? Have you ever seen a face covering like that? What does it bring to mind?

2

Watch [THIS](#) short video on Mexico, and [THIS](#) one on lucha libre (or do [THIS](#) activity). What did you learn?

[Brainpop: Mexico](#)

[Conociendo la MEJOR LUCHA LIBRE del mundo](#)

3

Create a chart to document the [similes](#) the novel's author, Celia Pérez, uses to describe relationships and connections. Explain how each expands your understanding. Use the following chart if it's helpful.

IT SAYS...

"Wrestling was a lot like mythology" (6)

I THINK...

That makes a lot of sense, because the wrestlers are very strong and in costumes that make them seem powerful and larger than life.

AND SO...

I also want to know whether it's common for wrestlers to borrow the names of gods or figures from mythology to give them extra strength and power.



# DURING READING

1

Read **THIS** article about extraordinary luchadoras, then choose one to research and create a presentation about. You may choose to draw her and create a classroom gallery wall, or do a virtual gallery of online presentations for those in your community.

## [12 Extraordinary Luchadoras That Prove Mujeres Are Strong As Hell](#)

2

Explore **THIS** presentation about the early Americas and the Aztec concept of heavens, earth, and time. Then, create a chart that looks similar to the one below with your findings. Use at least three examples from the reading to complete the chart.

**IT SAYS...**

"THE CODEX FEJÉRVÁRY-MAYER depicts specific aspects of the tonalpohualli, the 260-day Mesoamerican augural cycle."

**I THINK...**

Agriculture must have been very important to Aztec people.





# DURING READING

## CONTINUED

3

Read [THIS](#) article on Aztec civilization, then create flashcards using Quizlet or create a game in Kahoot for what you consider to be the most important pieces of information from the article.

[Aztec Civilization | National Geographic Society](#)

4

Read [THIS](#) article about the secret history of capoeira, plus one of the other linked articles at the bottom of the page. Then, compare capoeira to what you've learned about lucha libre using [this interactive venn diagram](#).

[Disguised in Dance: the Secret History of Capoeira](#)

[Free Venn Diagram Generator](#)

5

Read Addie's explanation of who The Adelitas (soldaderas) were and [who Persephone was](#) (293). Then, check out [THIS](#) site. Create an online museum exhibit using Thinglink or [Google Sites](#) that explains the 5 Ws: **who** The Adelitas were, **what** they did, **where** and **when** they operated, and **why** they are still important to know about.

[Viewpoints on Women in the Revolution - The Mexican Revolution and the United States | Exhibitions - Library of Congress](#)







# POST-READING

Create a family tree for those around you that you care about. This might include friends, extended family, or other caregivers. Remember that “family” is much bigger than just those we are biologically related to. Use the family tree in ***D’Aulaires’ Book of Greek Myths*** or [THIS](#) guide to help you see how it might look. Try to match people in your circle with those from a family tree of gods, goddesses, or mythical creatures by characteristic or traits. **Example: My mother would occupy Athena’s place on the family tree, because she is so wise and Athena is the goddess of wisdom.**

[The Top 10 Aztec Gods of Mexica Mythology](#)

## PRAISE FOR *TUMBLE* ★

★ **“Celebrates the complexity of family relationships!”**

—*Kirkus Reviews*, starred review

★ **“Humor and heartfelt emotion reign supreme!”**

—*Publishers Weekly*, starred review

★ **“Entertaining!”**

—*School Library Connection*, starred review

★ **“Engaging.”**

—*The Horn Book*, starred review

★ **“Shines with emotion and complexity”**

—*BookPage*, starred review

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**BRING CELIA'S OTHER BOOKS  
INTO YOUR CLASSROOM!**

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**CLICK  
COVERS FOR  
GUIDES!**

# STANDARDS\*

## **CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## **CCSS.ELA-LITERACY.RL.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

## **CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## **CCSS.ELA-LITERACY.RI.7.7**

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

## **CCSS.ELA-LITERACY.W.7.6**

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## **CCSS.ELA-LITERACY.W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## **CCSS.ELA-LITERACY.W.7.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## **CCSS.ELA-LITERACY.W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

