

MY PAPI HAS A MOTORCYCLE

BOOK BY ISABEL QUINTERO, ISBN-10:1338686011

GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

TEACHER INTRODUCTION:

This lesson highlights Spanish-language and Hispanic culture, as well as immigration, through a story about a little girl who recognizes the businesses and types of jobs in her community and how they have changed.

LESSON DESCRIPTION:

This lesson will introduce students to immigration and how immigrants and laborers help build a community. Students will work in pairs to act out various jobs and to interpret immigration charts and data. Students will identify goods and services associated with different businesses and jobs and then illustrate those to create a community mural.

GRADE LEVEL: 3-5

CONCEPTS:

Business, immigration, immigrant, laborer, goods, services

OBJECTIVES:

Students will be able to:

1. Define business, immigration, immigrant, laborer, goods, and services.
 2. Compare differences and similarities between various communities.
 3. Demonstrate and interpret different jobs.
 4. Illustrate businesses and jobs in a community.
 5. Distinguish types of businesses and jobs within a story.
 6. Recognize language translations from Spanish to English.
 7. Analyze charts and data about immigration in the U.S.
 8. Explain goods and services that correlate to a variety of businesses and jobs.
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TIME REQUIRED:

Two 60-minute class periods

PREPARATION:

- Obtain the book, *My Papi Has a Motorcycle*, by Isabel Quintero
 - Compile 11x17 white paper or white poster board for each student.
 - Compile art supplies (paint, markers, crayons, etc.) for students to share.
 - Make copies of handouts for each student.
 - Cut apart Handout 2: Job Charades Cards (15 total) for each pair of students.
 - Clear/identify wall space to accommodate a mural that students will create during the lesson.
 - Get a roll of tape that is appropriate for hanging pictures on a wall.
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MATERIALS:

- *My Papi Has a Motorcycle* by Isabel Quintero (ISBN-10:1338686011)
 - Visual 1: Communities Everywhere
 - Handout 1: Businesses and Jobs in a Community
 - Handout 1: Businesses and Jobs in a Community Answer Key
 - Visual 2: From Spanish to English
 - Handout 2: Job Charades Cards (cut apart in advance)
 - Visual 3: Businesses and Jobs in Our Community
 - Handout 3: Immigrants in the U.S.
 - Handout 3: Immigrants in the U.S. Answer Key
 - 11x17 white paper/poster board and art supplies (paint, crayons, markers, colored pencils, etc.)
 - Roll of tape (appropriate type for affixing paper to the wall)
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PROCEDURE:

CLASS ONE: CATEGORIZING AND DEMONSTRATING BUSINESSES AND JOBS

1. Ask students what makes up a community. (Answers will vary, but may include diverse kinds of people, businesses, buildings, things to do, restaurants, houses, parks, schools, etc.)
2. Display Visual 1: Communities Everywhere.
3. Ask students the following questions:
 - What do the communities in the pictures have in common? (Answers will vary, but may include buildings, streets, stores to shop in, sidewalks, etc.)
 - How are the communities pictured different? (Answers will vary, but may include that some look nicer, some stores are open and some are closed, some look busy, etc.)
 - Which of the pictures represents a city or large community? Why? A small community and why? (Answers will vary)
 - Which of the pictures most looks like the community where you live? (Answers will vary)
4. Show students the last two pages of the book after the author's note (it depicts a drawing of a town near mountains).
5. Explain that this is a drawing of a city called Corona, California and it is the community in today's story where a girl named Daisy lives with her family.
6. Tell students that you will read a book about Daisy, her community, and how it is changing.
7. Explain that Daisy's community includes several types of businesses and jobs.
8. Define **business** as an organization that produces goods and services that are sold to consumers in the market.
9. Distribute a copy of Handout 1: Businesses and Jobs in a Community to each student and ask them to take out a pencil for the activity.
10. Review the sections of the handout with students, explaining that the name of the town in the story is inside the circle in the middle and on either side of the circle is space for students to write types of businesses and jobs.
11. Ask students to listen as you read and to write businesses they hear on the left and jobs they hear on the right in the spaces provided.
12. Also ask students to listen for ways Daisy's community has changed or is changing.
13. Let students know that some of the words in the book are in Spanish.
14. Display Visual 2: From Spanish to English and invite students to look at it as you read the story to find out what the Spanish terms mean in English.

Teacher's note: As you read, include all the words in the book including the sounds, text inside word bubbles, names of stores, etc. You might also pause occasionally to point out the English translation of some of the words and/or some of the businesses and jobs that are mentioned in the story.

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15. After reading the story, ask students these questions:

- What types of businesses are in Daisy's community? (Answers will vary, but may include stores, tortilla shop, butcher shop, bakery, library, post office, home building, etc.)
- What jobs were mentioned in the story? (Answers will vary, but may include carpenter, construction worker, librarian, citrus grove worker, painter, drywaller, floor layer, mail carrier, entrepreneur, food truck owner, baker, florist, priest/pastor, grocery store clerk, mechanic, teacher, etc.)
- How has Daisy's community changed? (Answer: Immigrants used to work in the citrus groves; Don Rudy's Raspados is now a food truck; new homes are replacing the citrus groves; there used to be road races on Grand Boulevard)

Teacher's note: Use Handout 1: Businesses and Jobs in a Community Answer Key for reference as students respond to questions #1 and #2 above.

16. Remind students that immigrants were mentioned in the story and that **immigrants** are people who move permanently to live in another country, often in search of work or better living conditions.
17. Ask students who were immigrants in the book? (Answer: Daisy's dad, her grandparents, and the construction workers)
18. Ask students to raise their hand if they know any immigrants in their community and if they know where they moved from.
19. Tell students that many immigrants in the book were **laborers** or people who use their physical body to produce goods and services.
20. Ask students where the immigrants and laborers in the story worked? (Answer: Citrus groves, building homes, construction work, etc.)
21. Divide students into pairs.
22. Randomly distribute a card from Handout 2: Job Charades Cards to each pair, instructing them to keep it to themselves and not to share it with others.
23. Tell students that they are going to play a game called job charades and that each pair will act out the job on their card in front of the class and have the other students guess what their job is.
24. Explain that they will have three minutes to think of ways they can both work together to demonstrate their job using only their bodies and not their voices.

Teacher's note: Give students about three minutes to discuss ideas, reminding them to keep their voices low so others will not hear them and that they will only get to act, not speak, while playing the game.

25. Invite each pair to act out their job for the rest of the class and ask other students to raise their hand if they would like to guess what the job is.

Teacher's note: Select students who raise their hand to guess the job, allowing up to three guesses per job. If the job is not correctly guessed within three attempts, the pair acting out the job should say the name of the job aloud.

26. Remind students about the mural mentioned in the story that illustrated the history of Daisy's community.
27. Tell students that they will each have a part in creating a mural of their community.
28. Divide the class in half and ask one half of the students to think about a business in their community and the other half to think about jobs in their community.
29. Record each student's choice on Visual 3: Businesses and Jobs in Our Community, ensuring no student chooses the same business or job.
30. Ask students to write down their final choice of business or job on a sheet of paper and to think about the goods and/or services that go along with that choice before the next class.
31. Remind students that **goods** are objects that satisfy people's wants and **services** are actions that satisfy people's wants.
32. Provide an example that the job of a teacher is providing a service of educating students.

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CLASS ONE CLOSURE:

33. Ask students to think about Daisy's community in the story and to raise their hand if they can remember a business that was mentioned along with a job that corresponds with that business.
34. Choose students to respond to the question.

Teacher's note: Use Handout 1: Businesses and Jobs in a Community Answer Key as a reference for correct responses.

35. Ask students the following questions:
 - What does it mean to be an immigrant? (Answer: Immigrants move permanently from one country to another, often for work or better living conditions)
 - Who are examples of laborers in your community? (Answers will vary, but may include construction workers, painters, postal workers, police officers, chefs, farmers, etc.)
 - What do you think caused Daisy's community to change? (Answers will vary, but may include: more immigrants moving there led to the need for more houses to be built, citrus grove farmers found faster/technological ways to harvest and did not need as many laborers; Don Rudy's did not get enough business at his store so he had to sell his products through a food truck; people in the community wanted different types of goods and services than they did before, etc.)
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CLASS TWO: ANALYZING DATA AND CREATING A MURAL

1. Review businesses and jobs from the book, *My Papi Has a Motorcycle*, which included laborers. (Home builders, citrus grove workers, postal workers, etc.)
2. Ask students who were immigrants in the book? (Answer: Daisy's dad, her grandparents, and the construction workers)
3. Tell students that about 13.5% of the U.S. population are immigrants according to the U.S. Census Bureau, which amounts to about forty-five million people now living in communities all over the United States.
4. Explain that most of the immigrants in the U.S. today come from Latin America and Asian countries and move to western, southern, and northeastern states. (Source: Migration Policy Institute)
5. Define **immigration** as the act of moving permanently to live in another country.
6. Distribute Handout 3: Immigrants in the U.S. to each student.
7. Ask students to work in pairs to review the charts and answer the questions in the handout about immigration in the U.S.

Teacher's note: Give students about 10 minutes to complete the handout, answering any questions as needed.

8. Review the questions and answers as a class using Handout 3: Immigrants in the U.S. Answer Key.
9. Ask students to get out the paper on which they wrote their business or job choice from the previous class.
10. Use Visual 3: Businesses and Jobs in Our Community to remind students as needed.
11. Invite students to write one good or service that coincides with their business or job on that same paper.
12. Remind students that **goods** are objects that satisfy people's wants and **services** are actions that satisfy people's wants.
13. Explain that a school counselor provides a service of talking to students and helping them with issues they might have in school.
14. Ask students to raise their hand if they would like to share their corresponding good(s) or service(s).

Teacher's note: Allow a few students to share their good or service and the associated job or business.

15. Tell students that they will receive art supplies to illustrate their business or job that also should include their good or service.
16. Give the example that if they have the business of a school, they can draw a school building that shows students in a classroom through the window that are receiving a service, which is learning from their teacher.
17. Distribute art supplies and paper/poster board to students.
18. Tell students they have 15 minutes to illustrate their job or business and the corresponding good or service using the supplies provided.

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19. Invite each student to present their artwork to the class and to share their business or job and their corresponding good or service.
 20. Tell students they will now create their own mural by hanging their artwork on the wall with tape.
 21. Have each student find a blank spot on the wall to tape their artwork, leaving little to no space between each.
-

ASSESSMENT:

22. Ask students the following questions:

- What does it mean to immigrate? (To move permanently to another country to live)
 - Which of the businesses or jobs in our mural include laborers? (Answers will vary)
 - In what ways do goods and services help our community? (Answers will vary, but may include they satisfy the wants and needs of the people who live there, they provide business owners a way to make a living, etc.)
 - Are certain businesses or jobs needed in every community? (Answers will vary, but may include: every community needs grocery stores, schools, a post office, libraries, etc.)
 - What causes communities to change? (Answers will vary, but may include: the needs of the people living there, which business owners choose to have their businesses there, more immigrants could move there or move away, etc.)
 - If you were to immigrate from the U.S., where would you go? (Answers will vary)
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COMMON CORE CONTENT STANDARDS:

ELA-Reading for Literature and Reading for Information

Key Ideas and Details

- Grade 3 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Grade 4 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Grade 5 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA-Speaking and Listening

Comprehension and Collaboration

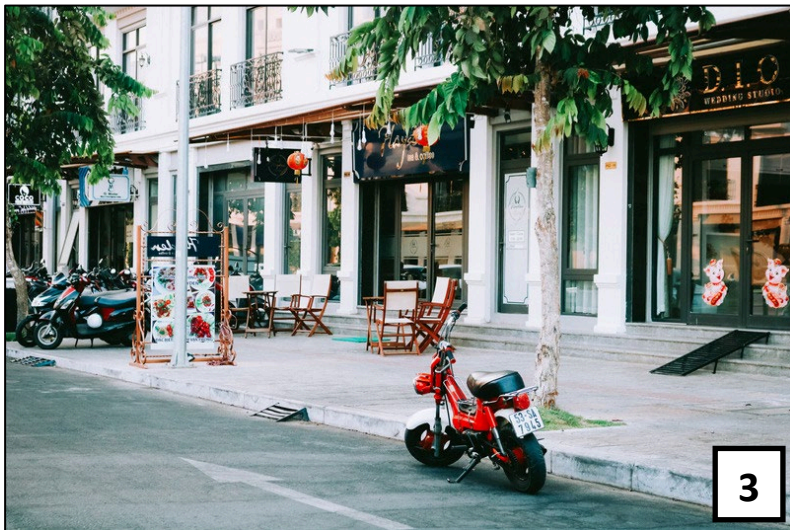
- Grade 3 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Grade 4 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Grade 5 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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VISUAL 1: COMMUNITIES EVERYWHERE



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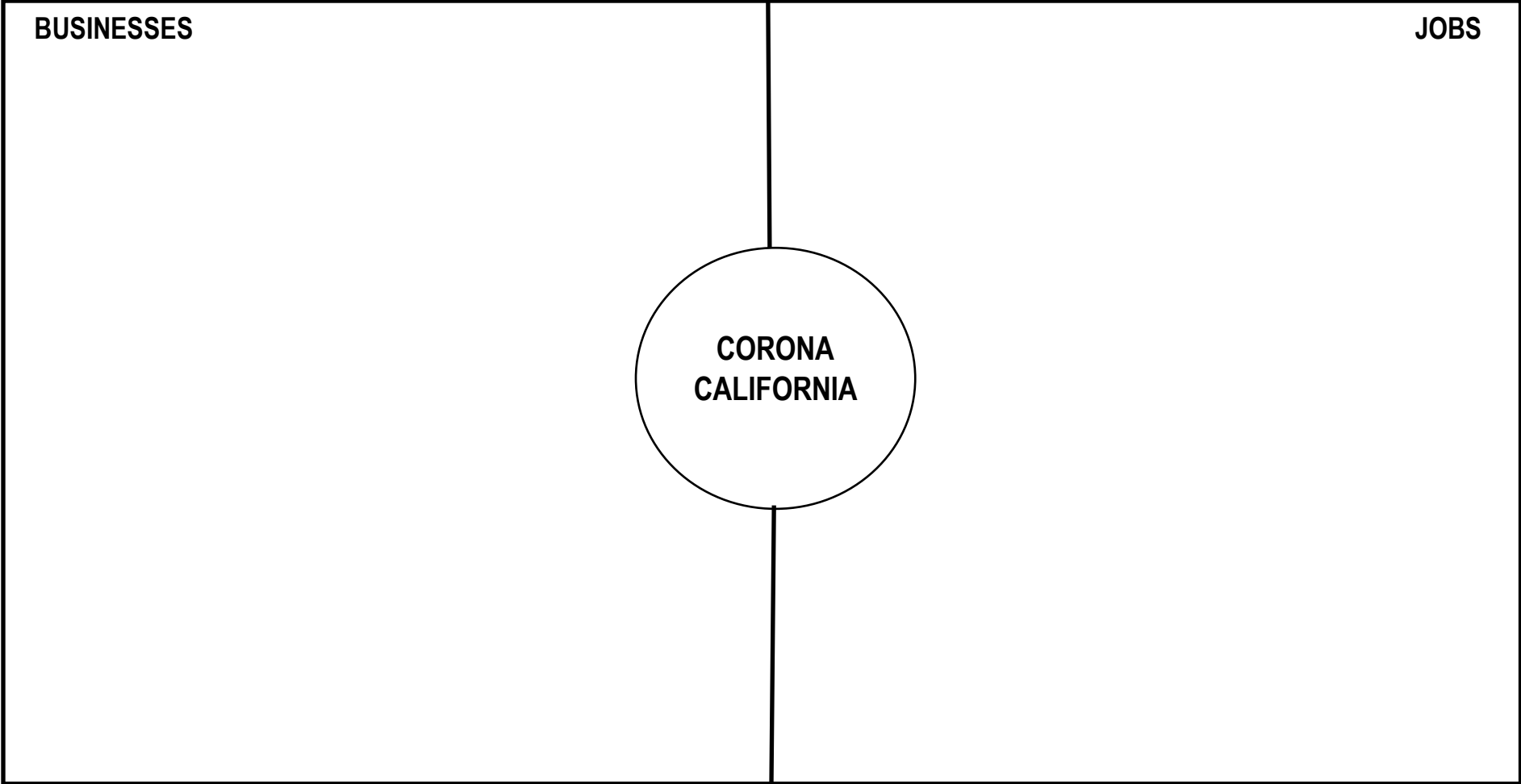


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HANDOUT 1: BUSINESSES AND JOBS IN A COMMUNITY

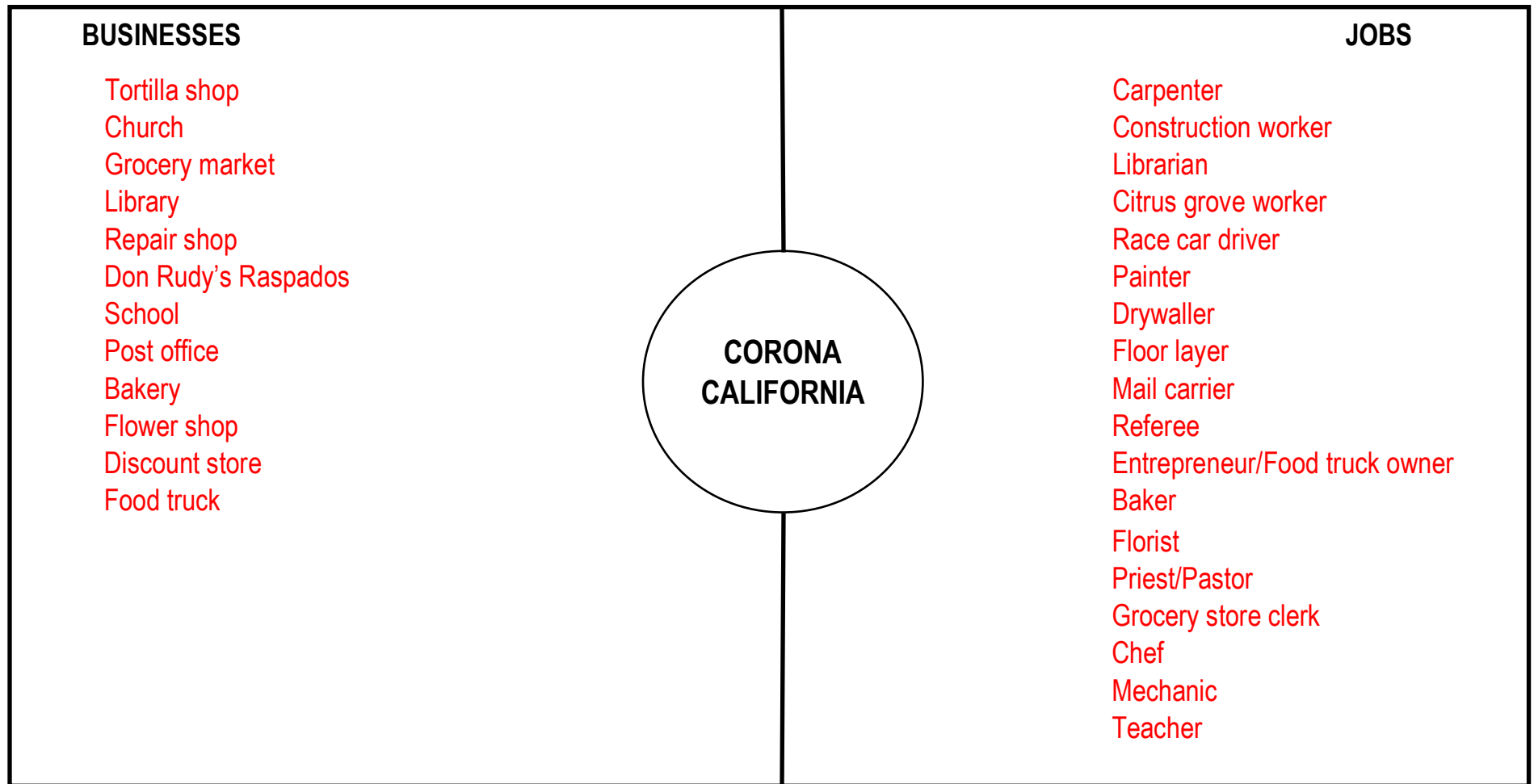


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HANDOUT 1: BUSINESSES AND JOBS IN A COMMUNITY ANSWER KEY

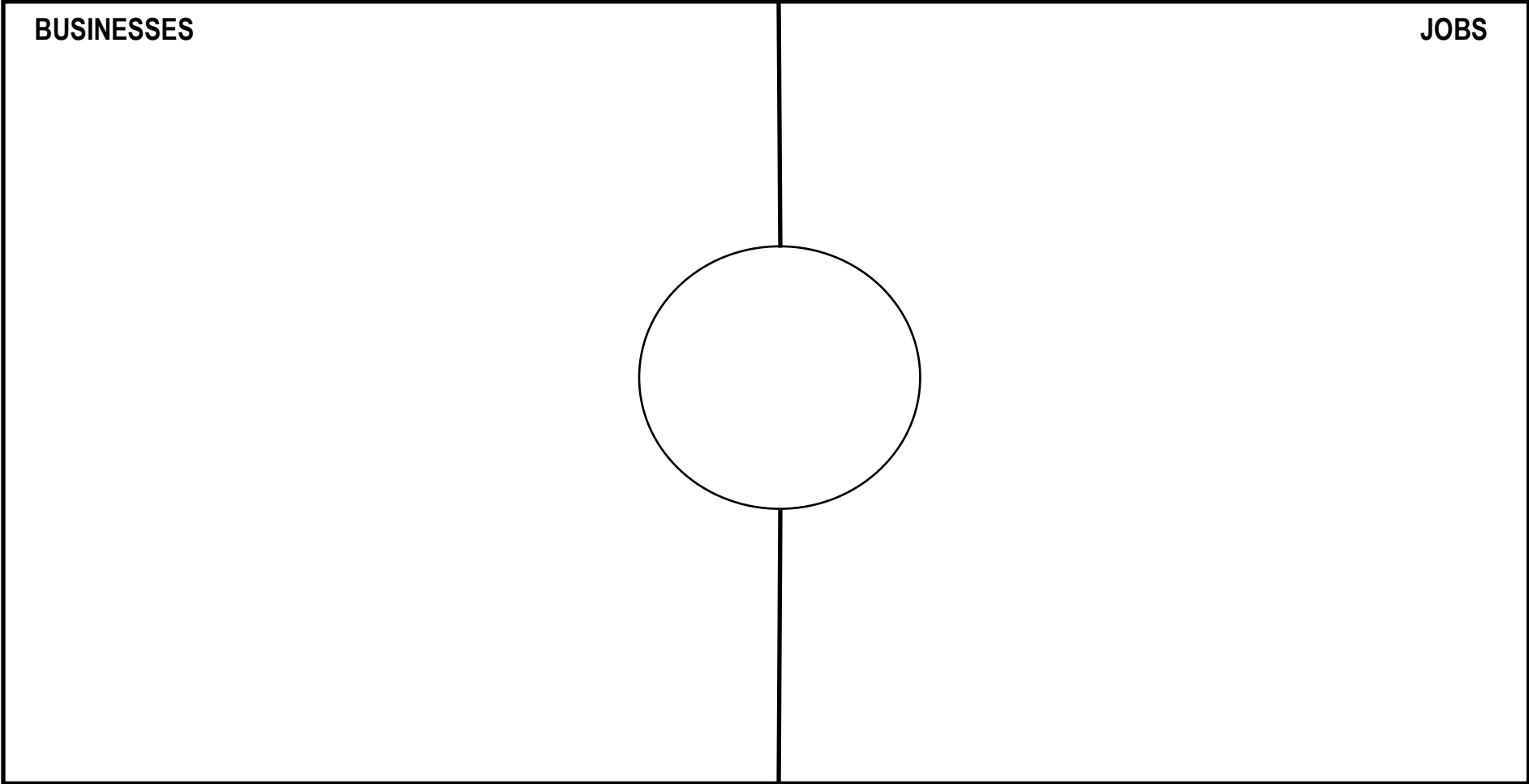


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VISUAL 3: BUSINESSES AND JOBS IN OUR COMMUNITY



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VISUAL 2: FROM SPANISH TO ENGLISH

| SPANISH | ENGLISH |
|-------------------------|---------------------|
| Papi | Daddy |
| Cariño | Dear/Love |
| Lista | Ready to roll |
| Si | Yes |
| Con Cuidado | Be careful |
| Agárrate | Hold on |
| Abuelita | Grandmother |
| Abuelito | Grandfather |
| Tortillería la Estrella | Tortilla shop |
| Ricas | Rich |
| Frescas | Fresh |
| Llantas | Tires |
| Carnicería | Butcher shop |
| Panadería | Bakery |
| Raspados | Shaved ice |
| Mami | Mommy |
| Nopales | Prickly pear cactus |
| Albóndigas | Spanish meatballs |
| Mija | Daughter |
| Adiós | Bye |
| Mi reina | My queen |
| Trabajando duro | Hard working |
| Muchachos | Boys |
| Vamos | Come on |
| Conchas | Mexican sweet bread |
| Por favor | Please |
| Chicle | Bubble gum |
| Fresa | Strawberry |
| Mañana | Tomorrow |
| Justia | Justice |
| Frutas | Fruit |
| Naturales | Natural |

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HANDOUT 2: JOB CHARADES CARDS

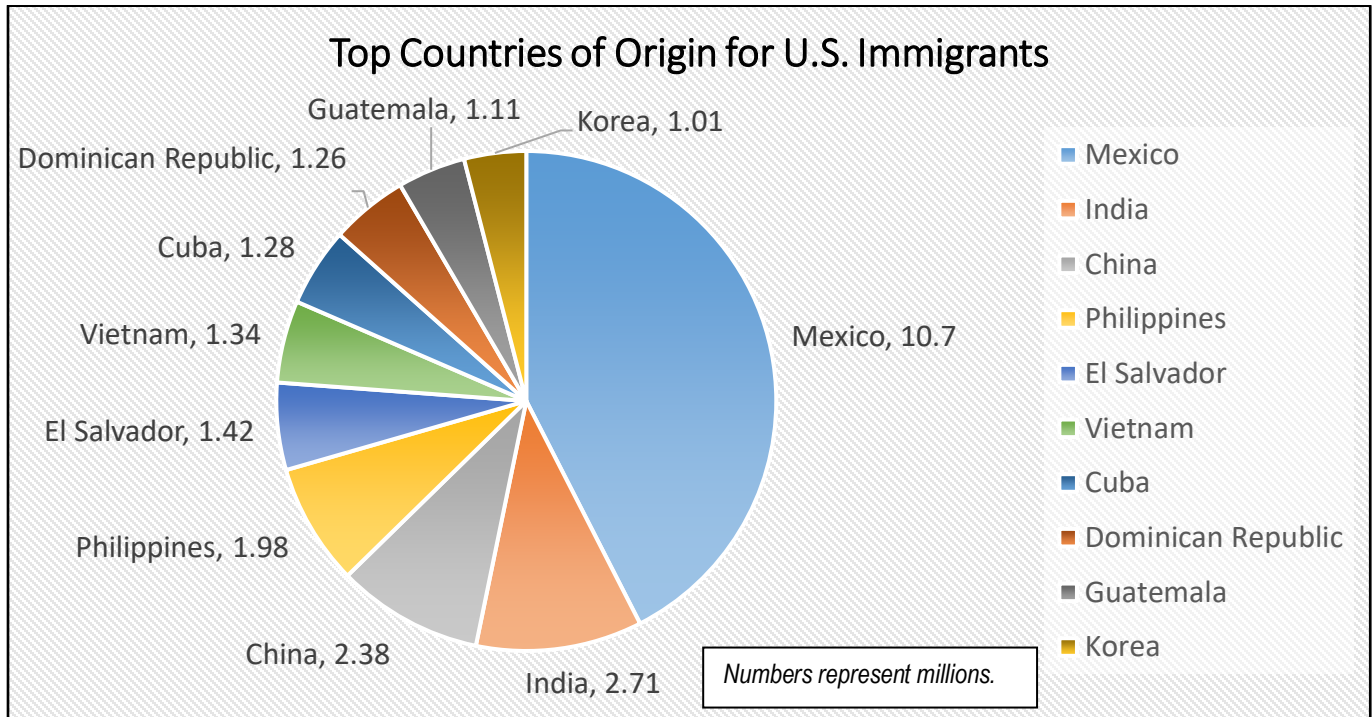
| | | |
|--------------------------|-------------------|------------------|
| Teacher | Musician | Chef |
| Firefighter | Nurse | Artist |
| Mechanic | Farmer | Astronaut |
| Soccer Player | Pilot | Scientist |
| Cashier | Bus Driver | Detective |

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HANDOUT 3: IMMIGRANTS IN THE U.S. (PAGE 1 OF 2)



1. From which country do most immigrants to the U.S. move?
2. How many millions of people immigrate from the Philippines?
3. Do more people immigrate to the U.S. from Cuba or El Salvador?
4. Immigration patterns to the U.S. have shifted over time. Numbers of immigrants from European countries have decreased while immigrants from Asia have increased. What do you think causes these changes?

Chart source: Migration Policy Institute analysis of 2021 American Community Survey data

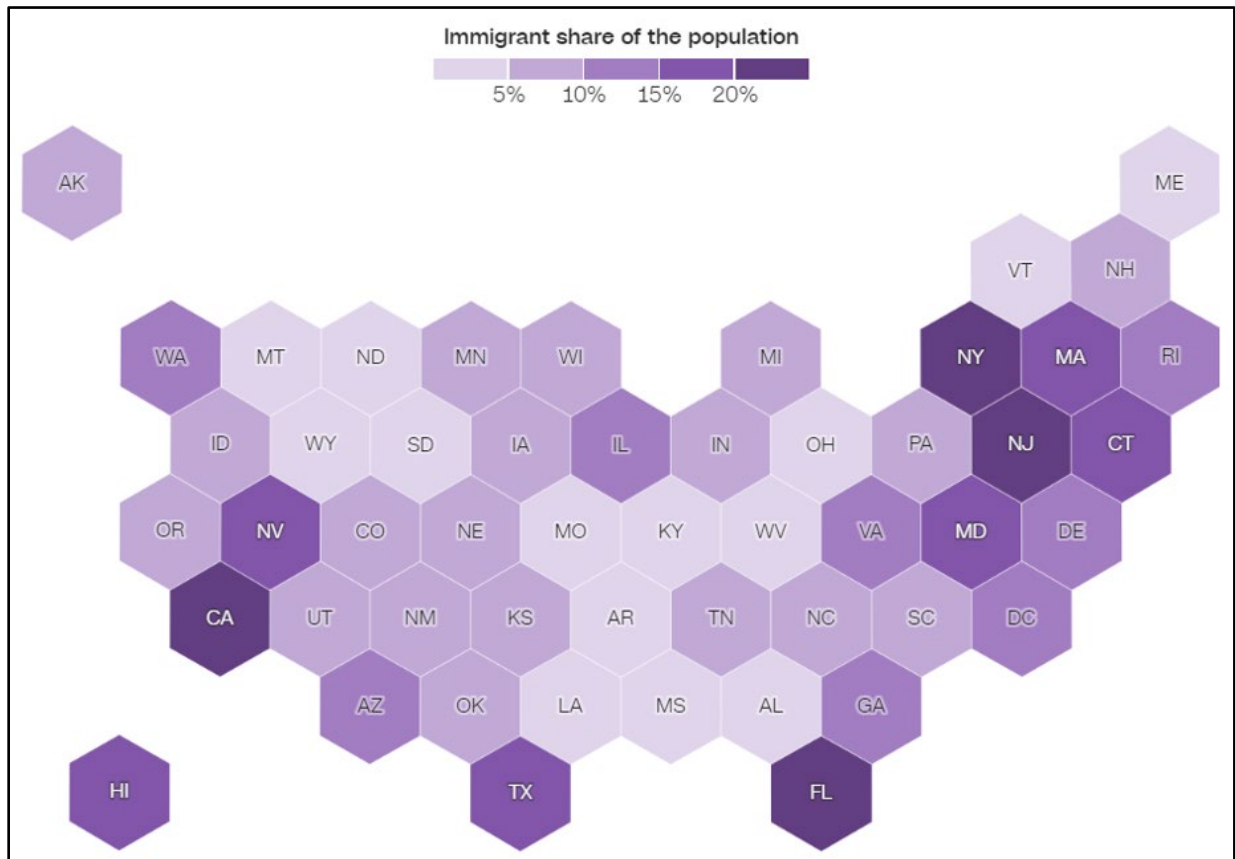
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HANDOUT 3: IMMIGRANTS IN THE U.S. (PAGE 2 OF 2)

Where Immigrants Live in the U.S.



5. Which four states have the most immigrants?
6. Do more people immigrate to Colorado or Missouri?
7. Why do more immigrants move to the east and west coasts instead of the Midwest?

Chart source: Migration Policy Institute analysis of U.S. Census Bureau data

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HANDOUT 3: IMMIGRANTS IN THE U.S. ANSWER KEY

1. Which country do most immigrants in the U.S. move from? **Mexico**
2. How many millions of people immigrate from the Philippines? **1.98**
3. Do more people immigrate to the U.S. from Cuba or El Salvador? **El Salvador**
4. Immigration patterns to the U.S. have shifted over time. Numbers of immigrants from European countries have decreased while immigrants from Asia have increased. What do you think causes these changes? **Answers will vary, but may include living conditions have gotten better or worse in their home country, means of travel have increased over time, populations in Asian countries have grown, etc.**
5. Which four states have the most immigrants? **New York, New Jersey, Florida, California**
6. Do more people immigrate to Colorado or Missouri? **Colorado**
7. Why do more immigrants move to the east and west coasts instead of the Midwest? **Answers will vary, but may include coastal states are closer to their native countries, they want to move to larger cities that are on the coasts, there may be other immigrants from their home countries already there, there may be more job opportunities for immigrants in coastal cities, etc.**