

3. Create a glossary of astronomy terms using a resource similar to *National Geographic Little Kids First Big Book of Space* (or a similar Chronicle title).

- ★ Planet
- ★ Moon
- ★ Star
- ★ Meteor
- ★ Asteroids
- ★ Constellations (asterism)
- ★ Aurora

Have students revisit the section of *Lowriders in Space* in which the Lowriders' car flies into outer space. Ask them fill in the following table, allowing them to draw and write.

Correlates to CCSS R.Literacy Standard 5, 7

Correlates to NGSS MS-ESS1 Earth's Place in the Universe

What do the Lowriders encounter in space?	Which page?	What is it/what would an astronomer call it? (Use your astronomy glossary.)	How would you use it to customize something special to you?
Mars	44	Planet	Red seat covers

4. Have students watch [this video clip](#) from the film *Everything Comes from the Streets* to learn more about lowrider culture.

As a class, discuss the ways in which lowrider culture celebrates pride and identity. Ask students: “What makes you proud of who you are?” Then have them fill in the identity map pictured below with their answers, starting by putting their name in the middle.



Next, watch [this video clip](#) from *Everything Comes from the Streets* with students to understand how lowriders fought against racial injustice. Then share the Project Zero thinking routine “[Claim, Support, Question](#)” (outlined below) and have students use it to investigate lowrider culture in greater detail.

Drawing on your investigation, experience, prior knowledge, or reading:

1. Make a **claim** (explanation, interpretation) about the topic.
2. Identify **support** (things you see, feel, know) for your claim.
3. Ask a **question** related to your claim. What isn’t explained?

LINKS:

1. Feelings wheel: www.mosaiceyeunfolding.com/freeart/feelingswheel
2. *Everything Comes from the Streets* clip 1: www.youtube.com/embed/9RAavisatXA?start=28&end=236
3. *Everything Comes from the Streets* clip 2: www.youtube.com/embed/9RAavisatXA?start=2659&end=3151
4. “Claim, Support, Question” thinking routine: www.pz.harvard.edu/sites/default/files/Claim%20Support%20Question_1.pdf

BOOK 2:
LOWRIDERS
 to the
CENTER of the EARTH

by CATHY CAMPER Illustrated by RAÚL THE THIRD

LOWRIDERS SERIES GUIDE

1. As a class, compare and contrast the stories of Aztec gods with other traditional Indigenous stories. Start by revisiting the Aztec stories shared in the book (pp. 20–21 & 26–29 [Coyote], 22–25 [Mictlantecuhtli & Xilonen], 107–111 [Tepeyollotl], and the Author's Note). Next, read Indigenous stories written by Indigenous authors. Find a list of suggestions [here](#).

Use the Project Zero thinking routine "[Connect, Extend, Challenge](#)" to compare these various stories. Ask students: "How are the ideas and information connected to what you already knew? What new ideas did you get that broadened your thinking or extended it in different directions?"

Correlates to CCSS RL.9

2. Ask students to identify problems the Lowriders encounter and to share how the Lowriders solve these problems. Have students reflect on what they learn from how the Lowriders solve their problems. Share the following example to spark class discussion:

The Lowriders have a big problem—their cat Genie is missing! As they try to find her, they come face to face with many different challenges. How do they get through each one and keep going? What do you notice about how they solve problems?

If needed, share the following hints to help students contribute to the discussion:

Where in the story do the Lowriders look upset, worried, or confused? Where in the story do the Lowriders say they are upset, worried, or confused?

Correlates to CCSS.ELA-LITERACY.RL: 2 & 6

3. The Lowriders explore geology as they travel to the center of the Earth. Flappy confuses his words as he observes the rocks in the Earth's crust. Elirio helps him understand the types of rocks that make up the Earth's surface.

- **Have** students define the various types of rock introduced in the book (pp. 34–37).
- Do a class demonstration that shows how the three rock types form, following [this YouTube video](#).

Correlates to NGSS 4-ESS1-1, 5-ESS2-1 (Earth Science)

MATERIALS:

- Starburst (or similar candy)
- Sandwich bag
- Foil
- Hot plate

4. Have students conduct research and write a short informational paragraph about one of the topics included in *Lowriders to the Center of the Earth*.

Author Cathy Camper features many topics in *Lowriders to the Center of the Earth*, including lucha libre, Mexican folklore, Aztec gods, geology, and more. Ask students to pick one topic of interest to research that topic for their own short story. Explain that research may be conducted online, in books, through photos, or by talking with experts. Have students pick three sources to gather research from. Share the following example:

Topic: lucha libre

- Source 1: *Lowriders to the Center of the Earth*
» Notes:
- Source 2: [“Kids Meet a Luchador”](#)
» Notes:
- Source 3: [“Luchador Mask”](#)
» Notes:

NOTE TO EDUCATORS:

Show students an example of how to research a topic using the provided sources and a similar note catcher.

Correlates to *CCSS.ELA-LITERACY.W.7*

Correlates to *CCSS.ELA-LITERACY.RI.9*

LINKS:

1. Indigenous stories: bookshop.org/lists/traditional-stories-by-indigenous-authors
2. “Connect, Extend, Challenge” thinking routine: pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_1.pdf
3. Rock type demonstration: youtube.com/watch?v=g93jXTUv_RQ
4. “Kids Meet a Luchador” video: youtube.com/watch?v=VyF6E6YwsUo
5. “Luchador Mask” video: youtube.com/watch?v=3OjhGKeUkXo

BOOK 3:

LOWRIDERS BLAST from the PAST

by CATHY GAMPER Illustrated by RAÚL THE THIRD

LOWRIDERS SERIES GUIDE

- Have students use the Project Zero [“Circle of Viewpoints”](#) thinking routine to understand different perspectives on women lowriders. First:
 - Watch [this video clip](#) from *Everything Comes from the Streets*.
 - Share vocabulary. A **stereotype** is a fixed, overgeneralized, and often offensive belief held about a particular group of people.
 - Reread the section of the book in which Lupe’s moms try to enter the car show (pp. 55–67).

Then, have students do the following:

- Brainstorm a list of different perspectives on women in lowriding.
- Choose one perspective to explore, using these sentence-starters:
 - » I am thinking of ... *the topic* ... from the viewpoint of ... *the viewpoint you’ve chosen*
 - » I think ... *describe the topic from your viewpoint. Be an actor—take on the character of your viewpoint*
 - » A question I have from this viewpoint is ... *ask a question from this viewpoint*

Correlates to CCSS.ELA-LITERACY.RL.2

- Have students follow simple tutorials to build a speaker from recycled/reused parts.

Lupe Impala helps her friends create an airbrush spray using what they have rather than buying something new (pp. 69–73). Buying new materials puts a strain on our personal resources (like money) as well as our planet’s resources. So much material around us often ends up in the trash, but these discarded materials can be used to make something we need. What is something your classroom needs? Try utilizing materials you can easily find around you to making something you can use in class, like a speaker.

POTENTIAL MATERIALS:

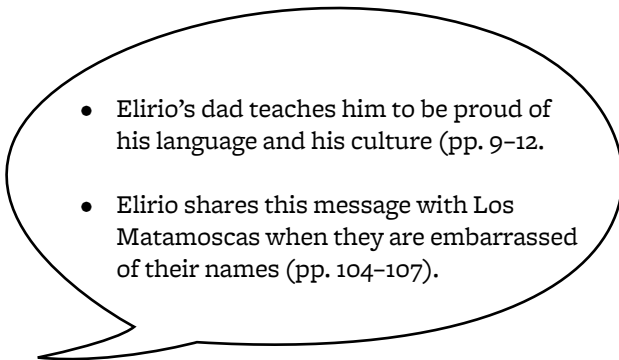
- Paper towel tube
- plastic cup
- rubber bands
- toilet paper roll
- plastic water bottle
- scissors
- tape

Gather a wide range of upcycled and recycled supplies. Allow students to browse DIY tutorials. Some examples for building speakers are included below:

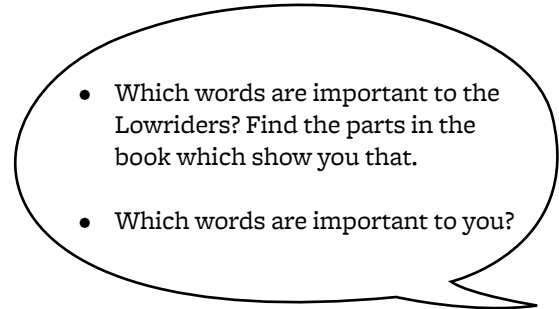
- [20 DIY Phone Speakers](#)
- [Snack Container Speaker](#)
- [Cup & Tube Speaker](#)
- [Magnet & Wire Speaker](#)

Can correlate to the Design Thinking Framework

3. Have students reflect on their identity and their culture.



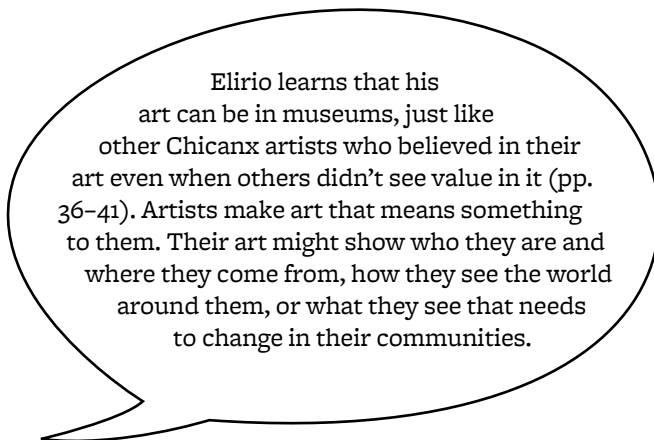
Ask students:



Ask students to use these words and/or any relevant pictures to create a drawing. Have them use Lupe’s method to transfer their drawing to a much larger piece of paper (e.g. butcher paper) and make a mural for the classroom (pp. 107–111).

Correlates to CCSS.ELA-LITERACY.RL 1 & 2

4. Help students understand the impact art can have.



MATERIALS:

- pencil
- colored markers
- thick black marker
- glue stick
- scissors
- poster board or cardboard
- colored paper

- Watch [this video](#) to understand more about the power of art.
- Read about other Latinx artists. Find a list of suggestions [here](#).
- Have students make their own social justice poster following [this tutorial](#).

Correlates to CCSS.ELA-LITERACY.RI 9

Can correlate with state-specific visual arts standards (e.g. California Visual and Performing Arts Standards)

LINKS:

1. “Circle of Viewpoints” thinking routine: pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_o.pdf
2. *Everything Comes from the Streets* video clip: youtube.com/embed/9RAavisatXA?start=2225&end=2565

3. Speaker tutorials:
 - hative.com/diy-iphone-speakers/
 - sandytoesandpopsicles.com/craft/make-your-own-smart-phone-speaker-with-a-pringles-can/
 - science-sparks.com/diy-phone-speaker/
 - instructables.com/Build-your-own-speaker-from-scratch/
4. “Kids Think About Art and Race” video: tate.org.uk/kids/explore/kids-view/kids-think-about-art-and-race
5. Latinx artists book list: bookshop.org/lists/latinx-artists
6. Social justice poster tutorial: youtube.com/watch?v=-88O4ISw8Gk

BOOK 4:

LOWRIDERS to the RESCUE

by CATHY CAMPER Illustrated by RAÚL THE THIRD

LOWRIDERS SERIES GUIDE

1. Have students explore migration and immigration by building on background knowledge and connecting to other literature and primary sources.

Sokar's family is **migrating** from Canada to Mexico for the winter. Borders are made by people in power, but humans and animals have migrated for thousands of years. Just like in the book, some people in the real world complain about or blame people who migrate.

- Use the Project Zero “**Think, Puzzle, Explore**” thinking routine to dig deeper into the topic of immigration. Ask students:
 - » What do you **think** you know about this topic?
 - » What questions or **puzzles** do you have about this topic?
 - » How might you **explore** your puzzles about this topic?
- Read several immigration stories. Find a list of suggestions [here](#).
- Visit Scholastic’s “[Meet Young Immigrants](#)” webpage and explore the profiles of young immigrants to the United States.
- Revisit students’ responses to the “Think, Puzzle, Explore” thinking routine. Ask if they have any new or different insights.

Correlates to C3 standard D2 Geography 7 & 9

Correlates to CCSS.ELA-LITERACY.RL 9

2. Have students build a wind turbine to harness a renewable energy source: wind.

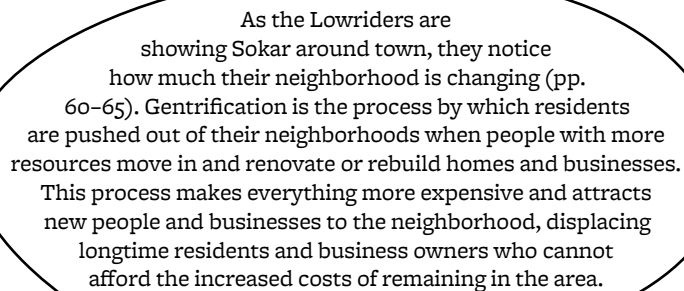
The Lowriders explore renewable energy sources when they notice car exhaust is polluting the air. Non-renewable energy resources, like coal and oil, have limited supply. They are quickly running out. Renewable energy resources, like sun and wind, have an almost unlimited supply. One way to use the energy from the wind is through a wind turbine. Build a simple **wind turbine** and use its energy to turn on a light bulb.

*Correlates to NGSS cross cutting concept: Energy and Matter:
Energy can be transferred in various ways and between objects.*

MATERIALS:

- Small hobby motor, 6-12 volts
- Red, high-intensity LED
- Four craft sticks
- Small paper cup for fan blades
- Medium cup for base
- Hot-glue gun and glue
- Scissors (not shown)
- Drill
- Drill bit

3. Have students work in small groups to research and design solutions to a problem in the school or at home using biomimicry.
 - Flappy is inspired by betta fish nests to make bubbles out of bottles (pp. 80–83). Explain to students that nature can teach us a lot, and that human design inspired by nature is called biomimicry. Ask students: “What is a problem we can try to solve by learning from nature?”
 - Have students watch how [this building](#) was designed with biomimicry.
 - Read *Creature Features and Clever Creatures: How Animals and Plants Use Science to Survive* with the class.
4. Help students begin to understand issues of gentrification and displacement as they relate to this story and to their own communities.



As the Lowriders are showing Sokar around town, they notice how much their neighborhood is changing (pp. 60–65). Gentrification is the process by which residents are pushed out of their neighborhoods when people with more resources move in and renovate or rebuild homes and businesses. This process makes everything more expensive and attracts new people and businesses to the neighborhood, displacing longtime residents and business owners who cannot afford the increased costs of remaining in the area.

- Have students read these books that explore themes of gentrification: [My Papi Has a Motorcycle](#) and [Everything Naomi Loved](#)
- Have students research who first lived in their community using [this map](#). Discuss how Indigenous peoples were the first inhabitants of what is now called North America and how their land was stolen.
- Discuss sundown towns* and have students [research](#) whether your area had sundown town laws.
- Print out or project a map of the neighborhood around the school. Have students note 3–4 spots they frequent. As a class, research the history of these places. How long have they been there? Who owns them? What was there before?

Correlates to C3 standard D2 Geography 1 & 3

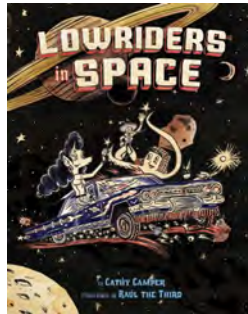
LINKS:

1. “Think, Puzzle, Explore” thinking routine: pz.harvard.edu/sites/default/files/Think%20Puzzle%20Explore_2.pdf
2. Migration book list: bookshop.org/lists/migration-stories
3. “Meet Young Immigrants” webpage: teacher.scholastic.com/activities/immigration/young_immigrants/gabriella.htm
4. Wind turbine tutorial: exploratorium.edu/snacks/light-wind?media=9271
5. Biomimicry video: <https://www.youtube.com/watch?v=62oomdSZzBs>
6. Gentrification books:
 - *My Papi Has a Motorcycle*: bookshop.org/a/79783/9780525553410
 - *Everything Naomi Loved*: bookshop.org/a/79783/9781324004912
7. Native land map: native-land.ca/
8. Sundown town directory: justice.tougaloo.edu/sundown-towns/using-the-sundown-towns-database/state-map/

* Educators: Use this adult-facing resource to learn more background about sundown towns <https://www.wbur.org/hereandnow/2021/08/26/sundown-towns-black-travel>

READ ALL FOUR!

by **CATHY GAMPER** Illustrated by **RAÚL THE THIRD**



LOWRIDERS IN SPACE (BOOK 1)

9781452121550 · HC \$22.99
9781452128696 · PB \$9.99

ABOUT THIS BOOK:

Lupe Impala, El Chavo Flapjack, and Elirio Malaria love working with cars. You name it, they can fix it. But the team's favorite cars of all are lowriders—cars that hip and hop, dip and drop, go low and slow, bajito y suavecito. The stars align when a contest for the best car around offers a prize of a trunkful of cash—just what the team needs to open their own shop! ¡Ay chihuahua! What will it take to transform a junker into the best car in the universe? Striking, unparalleled art from debut

illustrator Raul the Third recalls ballpoint-pen-and-Sharpie desk-drawn doodles, while the story is sketched with Spanish, inked with science facts, and colored with true friendship. With a glossary at the back to provide definitions for Spanish and science terms, this delightful book will educate and entertain in equal measure.



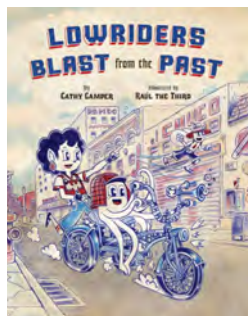
LOWRIDERS TO THE CENTER OF THE EARTH (BOOK 2)

9781452123431 · HC \$22.99
9781452138367 · PB \$9.99

ABOUT THIS BOOK:

The lovable trio from the acclaimed *Lowriders in Space* are back! Lupe Impala, Elirio Malaria, and El Chavo Octopus are living their dream at last. They're the proud owners of their very own garage. But when their beloved cat Genie goes missing, they need to do everything they can to find him. Little do they know the trail will lead them to the realm of Mictlan-tecutli, the Aztec god of the Underworld, who is keeping Genie prisoner! With cool Spanish phrases on every page, a glossary of terms, and an action-packed plot

that sneaks in science as well as Aztec lore, *Lowriders to the Center of the Earth* is a linguistic and visual delight. ¡Que suave!



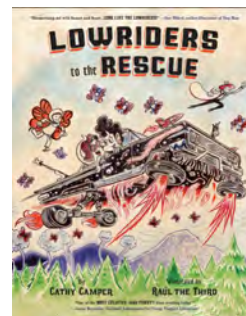
LOWRIDERS BLAST FROM THE PAST (BOOK 3)

9781452163154 · HC \$22.99
9781452163161 · PB \$9.99

ABOUT THIS BOOK:

When new friends Lupe, Flapjack, and Elirio are each bullied by Las Matamoscas, they know they're going to like one another. When they find out they all love lowrider cars, they know they'll be friends for life. But the bullies won't leave the Lowriders alone—and they don't let any girls or babies into car clubs. Can these three determined outcasts prove they deserve to be in the car show? Humor, Spanish words, and lowrider culture come together in this heartwarming graphic novel of three friends

navigating the bumpy terrain of friendship, bullying, and standing up for what you believe in. ¡Vámonos!



LOWRIDERS TO THE RESCUE (BOOK 4)

9781452179483 · HC \$22.99
9781452179490 · PB \$9.99

ABOUT THIS BOOK:

Nothing is normal in the little town where the Lowriders live. To start, Flappy can't see a thing! He keeps mistaking fire hydrants for sailors and laundry for love interests. Even more worrying, the Upscale Business Association is determined to make more money than ever by tearing down local shops in favor of a brand-new development for wealthy landowners. Most disconcerting of all, the monarchs who usually migrate through town at this time of year are nowhere to be found.

But when Sokar, a beautiful young monarch, bikes into town with a broken wing, she has scary news to report: A dangerous wildfire is burning fast and hot and nonstop, leaving the monarchs stranded.

CATHY GAMPER is the author of several books, including *Bugs Before Time*, *Ten Ways to Hear Snow*, and the *Lowriders* series. She also writes zines, including *Sugar Needle*, and is a founding member of the Portland Women of Color zine collective. A graduate of VONA/Voices writing workshops for people of color, Cathy is a librarian in Portland, Oregon, where she does outreach to schools, working with kids in grades K–12.

RAÚL THE THIRD is the Pura Belpré Award-winning artist of the *Lowriders* Series. Raúl visits classrooms throughout the country, where he spreads his love of drawing and comic books to students of all ages. He was born in the desert city of El Paso, Texas, under the watchful eye of the Thunderbird on the mountain. He was raised to love reading and drawing when his mother Olga took him and his brothers to the library. He discovered comic books all by his lonesome at the local 7-Eleven.