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Broken Chain Alfonso, a seventh-grader, hates his looks. After a night of self-criticism, he buys a new shirt and cleans his fingernails. He spends hours pushing against crooked teeth with his thumbs. Later, he helps a kid tangled in barbed wire. The boy's sister Sandra agrees to ride bikes with Alfonso on Monday after school. Ernie will not lend Alfonso his bike and concludes that Sandra is one of the girls who didn't meet him and Frostie at the corner as they promised. Alfonso tries to clean his own bike and snaps the chain. At 4:00 P. M., as he walks to Sandra's house, Ernie meets him and offers his bike. Alfonso rides away with Sandra on the crossbar.

Baseball in April For the third year, Michael and Jesse try out for Little League. At Romain playground, hundreds of kids aged nine to eleven compete. After chasing grounders in the morning, they bat after lunch. Jesse gets three hits on ten pitches. He envies his brother's athletic ability. For the rest of the week, they wait for a call from the coaches. When the two don't make the team, Pete tells them about a team at Hobo Park. Manuel, the coach, encourages boys without fathers or family support for their activities. Michael quits the team, but Jesse hangs on as catcher. Jesse walks to first after a ball hits his leg. The team has a losing season, but he remains loyal. After more boys stop coming to practice, even Manuel deserts them. Jesse regrets the end of baseball season.

Two Dreamers Hector's grandfather, Luis Molina, from Jalapa, Mexico, lives in Fresno and wants to invest in real estate. He asks Hector to estimate the value of a pink stucco house on Orange Street. Grandmother does not approve. Hector calls the owner, who wants \$41,500. Luis is disappointed. He bribes Hector with a Confederate thousand dollar bill to call again and ask about the cracks in the stucco. Grandmother knows they are up to something. Luis promises Hector four dollars. When Luis fails to pay up, Hector threatens to tell his grandmother about the calls. Luis hands him eight quarters and dreams of being rich and leaving property to Hector.

Barbie On December 26, Veronica regrets that her Uncle Rudy brought an imitation Barbie doll. She throws the doll against the wall, chipping its forehead and peeling eyelashes. The next year, she gets no Barbie. As a surprise Uncle Rudy's girl friend Donna gives her a Barbie and three outfits. He plans to marry Donna. While playing dolls, Martha tries to switch her Barbie for Veronica's newer one. Veronica sweeps out of the house, dropping Barbie's head in the alley on the way. Martha helps search; Veronica blames her for the incident. Later, she nestles both the real and imitation Barbies.

The No-Guitar Blues Fausto wants to play guitar, but his parents can't afford to buy one. While searching for neighborhood jobs, he finds a dog named Roger that belongs to rich people. He returns it and claims it was lost near the freeway.

The owner and his wife Helen reward him with milk and a turnover. Fausto feels guilty that the couple give him \$20. At church the next day, he puts the bill in the collection basket. The following day, his mother offers Grandpa Lupe's bass guitar. Fausto hopes to play on American Bandstand.

Seventh Grade Victor Rodriguez signs up for French and tries to impress Teresa. His friend Michael practices scowling like male models. After lunch in Mr. Bueller's French class, Victor claims to know the language and mutters a garbled sentence. Teresa is impressed. Mr. Bueller does not humiliate him by exposing his deceit. Victor checks out French books from the library.

Mother and Daughter Yollie Moreno and her mother watch a scary late-night movie. During the night, Yollie wakes up in front of the television. To retaliate for her mother's joke, she puts a glass of water where her mother will turn it over. In late October, Yollie needs a dress for the eighth-grade dance. Mrs. Moreno buys black shoes and dyes a white dress black. Yollie enjoys the dance until she realizes that rain has made her dress drip black drops. She returns home in tears. The next morning, her mother determines to end their poverty. She pulls a secret stash of twenties from a cigar box and buys Yollie an outfit at Macy's.

The Karate Kid After watching *The Karate Kid*, Gilbert Sanchez and his cousin Raymundo try to emulate the moves. At school the next day, Pete the Heat challenges Gilbert. They meet on the playground; Pete knocks Gilbert down. After watching the video a second time, Gilbert searches the Yellow Pages for a karate teacher and calls the Shotokan school around the corner. Mr. Lopez, the Mexican instructor, allows him to observe a class of three unruly boys do exercises. Because Pete beat up Gilbert, Mrs. Sanchez allows him to take lessons. At first, he does poorly and pulls a shoulder muscle. After a month of boring lessons, the instructor begins to arrive late. Three months later, Pete again humiliates Gilbert. He advances to yellow belt by the sixth month. One day, Mr. Lopez announces the closure of his school. Gilbert forgets karate and doesn't go with Raymundo to see *The Karate Kid, Part Two*. Instead, he reads super-hero comics.

La Bamba Manuel volunteers to pantomime Ritchie Valens's "La Bamba" for the school talent show. Benny suggests he dance like Michael Jackson. At rehearsal, the speed lever on the record player jams. The next day, Manuel's parents are proud he is participating in the show. When his turn comes, the needle sticks on the record. He is embarrassed, but everyone thinks he did it on purpose to be funny. He decides he probably won't volunteer next year for the show.

The Marble Champ Twelve-year-old Lupe Medrano is a whiz at spelling, reading, science, piano, and chess and never misses a day of school. She wishes she were better at sports. She learns to shoot marbles before the playground championship and strengthens her hand by squeezing an

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eraser. She plays so hard she cracks two marbles from the circle. She wins against girls and boys. That night, her family treats her to pizza at a restaurant.

Growing Up Maria, a tenth-grader, decides that she is too mature for the family's vacation to San Jose to visit an uncle. The previous year at Disneyland, she was jealous of better dressed girls. She sasses her father and complains about boring trips. Eva, her mother, intercedes and leaves Maria to water plants and stay with her godmother. She and Becky go to the mall, but Maria is so worried about news of a traffic accident that she can't relax. For four days, she prays for her parents. The family returns safely and goes out for Chinese food. Maria and her parents realize that she has matured.

AUTHOR SKETCH

A Mexican-American from California's San Joaquin Valley, Gary Soto flourishes in the multicultural market of children's poems and stories by Latino authors. Although he disdains the trappings of academe and the usual indulgences of writers, he has sold over a million books and become a star of young adult literature. Born in Fresno, California, on April 12, 1952, he is the son of Angie Trevino and Manuel Soto. He describes his family as illiterate and bookless. With no encouragement to read or aspire to a career, he grew up working-class. He took jobs in migrant labor in grape and cotton fields before studying under poet Philip Levine at California State University Fresno and deciding at age twenty to abandon geography and become a poet.

In preparation, Soto earned an M. F. A. from the University of California at Irvine in 1976. After establishing a family with wife Carolyn Oda, mother of their daughter Mariko, he has lectured and taught English, creative writing, and Chicano studies at Berkeley, the University of Cincinnati, and Wayne State University and tutored for a church program near his home in Albany, California. He also edits the Chicano Chapbook Series.

Soto broke into publishing with *The Elements of the San Joaquin*, which introduced themes of urban violence, racial tension, and disparity of reward for Latinos, who bear a disproportionate share of stoop labor. For the the Los Angeles Opera, he wrote the libretto for *Nerdlandia*. He has published in *Antaeus*, *Nation*, *Bloomsbury Review*, *Image*, *MELUS*, *Parnassus*, *Ploughshares*, *Iowa Review*, *Ontario Review*, *San Francisco Review of Books*, *New Republic*, *North American Review*, *Poetry*, and *Revista Chicago-Riquena*. He claims to cultivate a child's imagination and enthusiasm for imagery. One of his volumes is dedicated to his grandmother, who fled the Mexican Revolution in 1914.

CRITIC'S CORNER

Of "Baseball in April," Soto declares the work a natural outgrowth of his love of sports, at which he is only average. He wrote the title story about the spring he and his brother Rick tried out for a Little League team at Romain playground. Like much of his prose, the story tells of an everyday heart-break that most children and parents can identify in their own lives. In reference to his poetry, Soto claims James Wright, Pablo Neruda, and Ted Hughes as major influences.

Soto has won numerous honoraria: an Academy of American Poets Prize, Guggenheim Fellowship, U. S. Award from the International Poetry Forum, National Endowment for the Arts fellowship, Bess Hokin Prize, Levinson Award, creative writing fellowship from the National Education Association, and American Book Award from Before Columbus Founda-

tion. In 1995, he was a finalist for the Los Angeles Times Book Award and the National Book Award. He is one of the youngest authors to contribute to the *Norton Anthology of Modern Poetry*.

More recently, Soto received the Discovery-Nation Prize, California Library Association's John and Patricia Beatty Award [twice], recognition from the Claremont Graduate School for Baseball, a Silver Medal from the Commonwealth Club of California, a Toms Rivera Prize, a Literature Award from the Hispanic Heritage Foundation, the Author-Illustrator Civil Rights Award from NEA, and the PEN Center West Book Award. ITVS's film of *The Pool Party* won the 1993 Andrew Carnegie Medal.

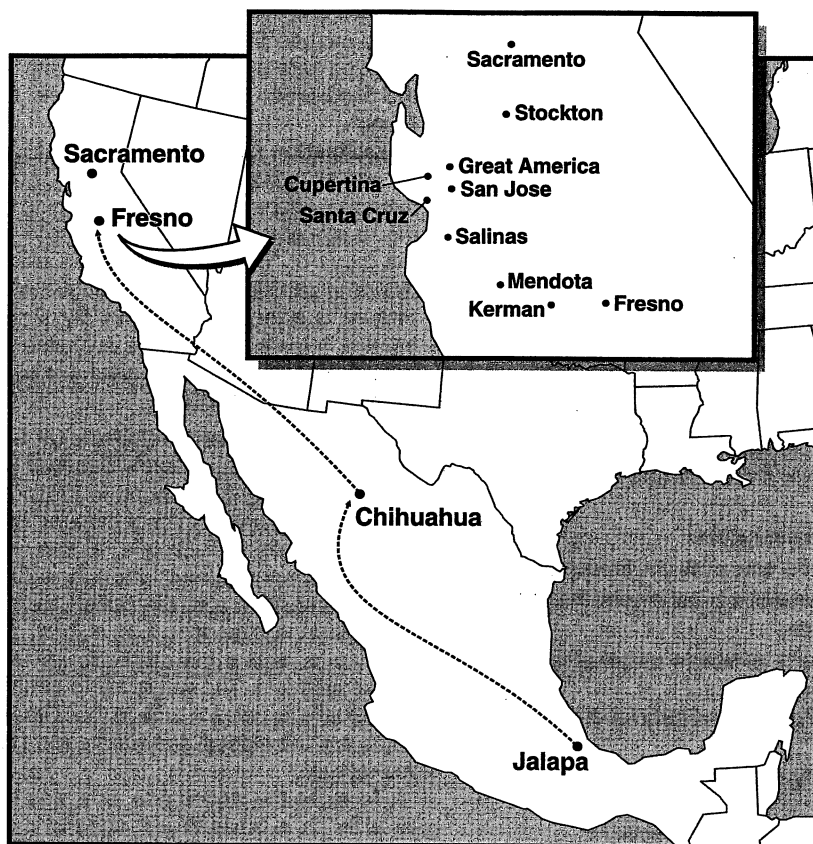
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Boys at Work (1995)
Buried Onions (1997)
California Childhood (1988)
Canto Familiar (1995)
The Cat's Meow (1995)
Chato and the Party Animals (1998)
Chato's Kitchen (1995)
Crazy Weekend (1994)
The Elements of the San Joaquin (1977)
Father Is a Pillow Tied to a Broom (1980)
A Fire in My Hands (1991)
Gary Soto: New and Selected Poems (1995)
Home Course in Religion (1991)
Jesse (1994)
Junior College 1997
Lesser Evils (1988)
Living Up the Street (1985)
Local News (1993)
My Little Car (2000)
A Natural Man (2000)
Neighborhood Odes (1992)
Nerdlandia (1999)
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GENERAL OBJECTIVES

1. To understand the impact of growing up on individual lives
2. To account for emotional mishaps and miscalculations
3. To interpret the effect of self-esteem on teenagers
4. To contrast the influence of authority figures
5. To discuss the interlinking themes of insecurity and challenge

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6. To explain the main events of each story
7. To enumerate the conventions of short fiction
8. To describe attitudes toward money, looks, dating, and self
9. To describe Mexican-American elements that delineate atmosphere and tone
10. To analyze the roles of sibling, friend, teacher, and parent or grandparent
11. To summarize the importance of idols and authority figures
12. To account for interest in sports and competition

SPECIFIC OBJECTIVES

1. To explain how Hector assists his grandfather's dream
2. To analyze the importance of achievement to Manuel
3. To account for Fausto's unhappiness with deceit
4. To characterize the family's response to Maria's boredom
5. To justify Yollie's trick on her mother
6. To predict how Victor and Teresa will like French class
7. To summarize the end-of-season behaviors of baseball players and marble champs
8. To discuss the implications of Alfonso's relationship with Ernie
9. To describe the roles of Uncle Rudy and Doña in Veronica's Christmas
10. To list events caused by boredom, ambition, curiosity, and meanness
11. To note the effect of Gilbert's failure in fistfights
12. To characterize Lupe's move from academics into sports

LITERARY TERMS AND APPLICATIONS

For a better understanding of Gary Soto's fiction, present the following terms and applications:

antagonist the villain or aggressor, a major participant in the action who torments, manipulates, or threatens the protagonist. There are few meanies in *Baseball in April*. Gilbert battles Pete the Heat in fistfights, Alfonso quarrels with his brother Ernie, and Veronica blames Martha for the loss of the Barbie doll's head. In most instances, challenge comes from the characters themselves, for example, Manuel's participation in the talent show, Lupe's marble shooting, Victor's imitation of French in front of the class, and Maria's decision to stay home while her family vacations.

dynamic character a participant in the action who alters in attitude and behavior as a consequence of the action. Fausto grows up considerably in "The No-Guitar Blues" by learning that money earned by deceit gives no lasting satisfaction. After his experience with returning Roger to his owners and acquiring Grandfather Lupe's guitarron, Fausto concludes that learning to play a stringed instrument is "more complicated than [he] imagined." However, the challenge fails to dampen his eagerness to "play on 'American Bandstand' for the dancing crowds."

flat character a stereotype or one-dimensional person who performs a single function or represents a quality, but reveals no depth of feeling, involvement, intent, or emotional growth. Characters like the students in the French class, Maria's nina, and people eating lunch and watching Michael scowl do little more than provide background. Soto creates few of these static people in favor of minor characters who

express emotion, such as Luis's curious wife, Yollie's empathetic mother, the quitter coach of the Hobo Park team, the annoyed karate teacher, and Mr. Bueller, who spares Victor the humiliation of revealing that he knows nothing about French.

motivation justification or explanation of character behavior and attitudes or the reasons for choices in a dilemma, for example, Alfonso's reason for cleaning his bike chain and trying to straighten his teeth to impress Sandra. Motivation is the focus of "Baseball in April," a story of a so-so player's desire to participate in Little League sports, even though his brother is a far better athlete. By showing the wavering of interest in team sports, Soto illustrates the emotional involvement that team members must have before making their play meaningful and beneficial.

THE IMPORTANCE OF SETTING

The milieu of Gary Soto's *Baseball in April* connects readers to the author's childhood in Fresno, California. Students can call up an online map of the area and find the nearby irrigation ditches and canals, a freeway and barrio, Olive Avenue, Orange Street, and Kings Canyon. For additional place value, Soto also mentions Stockton, Sacramento, San Jose, Salinas, Mendota, Santa Cruz, and Cupertino. These city names anchor the stories to areas that Soto apparently knows firsthand. The reference to battleships during the Persian Gulf War offers a time frame. Other factors from specific times are the videos *The Karate Kid* (1984) and *The Karate Kid II* (1986).

To make the stories real, Soto has Maria think over vacations to "It's a Small World" and pirate exhibits at Disneyland and Great America, all of which draw sightseers to the West Coast. By specifying the area the family will visit without Maria, Soto particularizes the type of fun that Maria misses by claiming to be bored with family activities. Her trip to the Gap and other stores at the mall are part of a faceless shopping phenomenon nationwide. Obviously, Maria is not enthralled with her afternoon, which ends after three hours with one purchase, "a small bag of See's candies."

To enhance the connection between Latino characters and the past, Soto mentions family ties to Mexico. Immigrants who come from Jalapa and Chihuahua carry much of the culture that permeates the families' lives. Additional mention of empanadas and frioles, a guitarron, Catholic worship, a nina, the singing group Los Lobos, Lydia Mendoza, Flaco Jimenez, Little Joe and La Familia, and Ritchie Valens's hit song "La Bamba" strengthen the atmosphere of a Mexican-American culture that produces characters like Alonso, Victor, Lupe, and Yollie.

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La Bamba

Hispanic Hollywood

This Boy's Life

Latino Influence on the United States (TMW)

Self-Esteem for Latino Students (TMW)

THEMES AND MOTIFS

A study of the central issues and situations in *Baseball in April* should include these aspects:

Themes

- confusion
- discontent
- family
- challenge
- belonging
- first love
- loss
- ambition
- maturity

Motifs

- coping with family squabbles
- sibling relations
- discovering individuality
- redefining aims and ambitions

MEANING STUDY

Below are significant words, phrases, or sentences from the anthology. Explain each in context. Story and page num-

bers pinpoint each entry so that you can re-read the passage in which it appears.

1. "His grandfather rose, pulled his coin purse from his pants pocket, and took a thousand-dollar Confederate bill from a secret fold in his purse. ("Two Dreamers," p. 29)

(Issued from 1861-1864, Confederate currency was all paper, yet matched the denominations of U. S. paper money and coins. At the end of the Civil War, the Confederate States of America had issued over \$1 billion worth of paper money, which was badly devalued by counterfeit bills and by the loss of the war and erosion of public confidence.)

2. They were into the conjunto music of Lydia Mendoza, Flaco Jimenez, and Little Joe and La Familia. ("The No-Guitar Blues," p. 44)

(A border phenomenon throughout the twentieth century, conjunto or musica nortena tradition blends Mexican peasant sounds with the music of the Latino-American enigrants in barrios. Folk performers commercialized the humble, working-class style in the 1920s. The button accordion, oajo sexto guitar, and tambora de rancho [ranch drum] became popular instruments for pick-up accompaniment to informal family and community celebrations.)

3. At Saint Theresa's he sat near the front. ("The No-Guitar Blues," p. 49)

(St. Theresa is the patron of the sick, lacemakers, orphans, and all Spain. The daughter of a Spanish noble, she was born in 1515 in Avila, Spain. She was handicapped in childhood and studied at home. After St. Joseph cured her infirmity, at age 17, she left home to enter a Carmelite order. She remained in frail health and received visions. Because the sisters were poorly disciplined, she established stricter convents. She was beatified in 1614 and canonized eight years later. Pope Paul VI proclaimed her a doctor of the church in 1970.)

4. There would be a second collection for Saint Vincent de Paul, the lector announced. ("The No-Guitar Blues," p. 50)

(St. Vincent de Paul originated Christian nurse care among the homeless and founded the order of Lazarists or Vincentians. Because he had been captured by North African pirates in 1605 and sold into slavery in Tunis, he sympathized with the lowly. After regaining his freedom, he served as royal chaplain at the court of Henry IV under Queen Margaret of Valois. He recruited lay nurses as the Confraternity of Charity; with St. Louise de Marillac, he distributed food, clothing, and medicines. Their outreach evolved into the Sisters of Charity and Ladies of Charity. He also tried to end the sale of poor children into slavery or coercion of children into panhandlers. He was canonized in 1737, Louise de Marillac in 1934. In 1833, Frederic Ozanam organized the St. Vincent de Paul Society as a worldwide Catholic benevolence.)

5. Sister Kelly got up and jitterbugged with some kid's father. ("Mother and Daughter," p. 64)

(The jitterbug is a frenetic six-beat jazz dance named in the mid-1930s by band leader Cab Calloway, who introduced the song "Jitterbug" (1934). The dance, alternately known as the Lindy Hop or East Coast Swing, was performed to swing music into the 1940s. Soldiers

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helped popularize the steps in Europe during World War II.)

6. But instead of crashing sea for a backdrop, there was a dilapidated barrio of ramshackle houses and dusty cars. ("The Karate Kid," p. 70)

(A Latino slum forms the setting of Gilbert's milieu. The word "barrio" entered English in 1841 in the Southwest to indicate substandard communities occupied by poor Mexican-Americans. Unlike other Latino authors, Soto does not dwell on poverty, crime, and misery. He chooses to focus on character and personal choices of protagonists and their families.)

7. There were so many styles: Shotokan, Taekwon-do, Kajukenbo, Bok-Fu, Jujitsu, Kung Fu. ("The Karate Kid," p. 72)

(Karate began in China and migrated to Okinawa, where Funakoshi developed it into Shotokan, a hard, aggressive style of hand-to-hand fighting that is more linear than circular. From Japan, it passed to martial arts experts in the USA.

- Named by General Choi Hong Hi in 1955, Tae kwon do, the Korean art of kicking and punching, is another form of unarmed combat. Based on the earlier style of Korean self-defense, it features high standing, jump kicks, blocking, and punches in sequence.
 - Kajukenbo is an acronym for karate, judo/ujitsu, kenpo, and boxing. The first martial art to originate in America, it was the creation of Hawaiian master Adriano Emperado, who was born in Honolulu in 1926 and served in the medical corps in the Filipino 1st Infantry Regiment during World War II.
 - Bok-fu, founded by Richard Lee, combines kenpo, white tiger, kung fu, and taekwon do.
 - Jujitsu, a 17th-century combat system of Japanese samurai, applies holds, throws, kicks, choking, and paralyzing blows to quell, cripple, or kill an opponent. It was intended to complement swordsmanship and evolved into judo, karate, and aikido.
 - Judo, a martial arts system founded in 1882 by Dr. Jigoro Kano, derives from a fighting style of Feudal Japan. It refines the style of jujitsu with throwing, grappling, and choking by making each movement effective in warding off an opponent. In 1964, judo became an Olympic sport.
 - Kung fu is an intellectual martial art derived from concentration, coordination, and self-discipline. Dating to the Chou dynasty, it was a Taoist skill practiced in the 5th century B. C. In imitation of animal fighting styles called dragon, frog, horse, and snake, it requires knowledge of the skeleton, musculature, and physiology.)
8. He was going to pretend to sing Ritchie Valens's "La Bamba." ("La Bamba," p. 81)
(Ritchie Valens, the first Chicano rock and roll star, was born in 1941 in Pacoima, California. At age 17, he appeared on American Bandstand to perform "Donna," his first hit. The flip side, "La Bamba," became his trademark. He died in 1959 in a plane crash that killed Buddy Holly and the Big Bopper. For the film *La Bamba*, Los Lobos recorded the soundtrack.)
9. They would have to wait until the last day before they could go to Great America. ("Growing Up," p. 98)

(Paramount's Great America is a theme park northeast of San Jose, California. It features roller-coaster rides, the Drop Zone Tower, and special events.)

10. She can stay with her nina. ("Growing Up," p. 101)
(Maria stays with her godmother, an honorary parent selected at a child's birth as a consecrated authority figure throughout her life. Godparents are often named as adoptive parents in the case of the real parents' deaths.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the anthology.

Motivation

1. What causes Fausto to give away his money?
(Fausto admits to himself that he shouldn't have lied to get money for a guitar so he can play on "American Bandstand." After deceiving a kind couple by returning a dog that was not lost, he discovers generosity and acceptance. He drinks milk, eats a turnover, and accepts a \$20 bill for supposedly rescuing Roger from the freeway. On his way out the door, "he felt like ringing the doorbell and begging them to please take the money back, but he knew they would refuse."

When Fausto arrives home, he knows that he has enough cash "to buy a secondhand guitar." The next day, he attends 8:00 A. M. mass at Saint Theresa's, where the words of Father Jerry cause him to "[fidget] with guilt." During the service, "he couldn't forget the man and the lady," the benefactors "whose names he didn't even know." After saying a Hail Mary and singing with the congregation, he places the twenty-dollar bill in the wicker collection basket. His change of heart extends to a second collection for Saint Vincent de Paul, for which Fausto contributes "the grimy quarter" he earned for running errands to the grocery store.)

Setting

2. Describe Jesse and Michael's team.
(Pete tells Jesse and Michael that there is a team of players from their school practicing near downtown at Hobo Park. In a grassy outdoor atmosphere rich with athletic fervor and baseball lingo, Soto describes how Manuel selects the two volunteers for outfield and practices them for two weeks before announcing a season-opening game with the Red Caps. At the park, team members meet early "to talk about how they were going to whip the Red Caps and send them home crying to their mothers."

On the day of the first game, there is pleasant camaraderie as Manuel loads the boys into his pickup truck and drives them to the West Side, where they play mostly Mexicans and some black kids. The infield is muddy from rain. Jesse and Pete warm up behind the backstop. At first base, Jesse limps from being hit by a ball, but grins that he is on base. Later, few boys come to the field to play. When Manuel deserts them, the summer idylls dwindle as the remaining four boys "threw the ball around, then got on their bikes and rode home."

Character Development

3. How does Lupe increase her field of interests?
(At the beginning of "The Marble Champ," Lupe Medrano is "the school's spelling bee champion, winner of the

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reading contest at the public library three summers in a row, blue ribbon awardee in the science fair, the top student at her piano recital, and the playground champion in chess. Lupe has earned straight A's and not missed a day of school, but she feels one-sided because she is "no good in sports." To alleviate the situation, she has tried biking, swimming, and roller skating, but never won any prizes for sports.

An inspiration sends her to marbles, a sphere of competition that she had never tried. Just as in more intellectual disciplines, she develops competence by improving her aim and strengthening her fingers by squeezing a rubber eraser. Her spare time becomes a series of "Practice, practice, practice. Squeeze, squeeze, squeeze." After beating her brother and Alfonso, she enters the championship and wins against boys and girls. Soto concludes that she "did what she did best—win!")

Historical Milieu

4. How does Soto tie the stories to an historical era? (Soto keeps his stories light and unencumbered by heavy background material. However, he can't strip the milieu entirely of historical linkage, such as mention of "American Bandstand," a perennial television hit among teens, also the singing star Prince, dancer Michael Jackson, and the Latino rock group Los Lobos. One musical example, "La Bamba," takes its title from a recording made by Latino rock-and-roll singer Ritchie Valens in 1985. In that same era, *The Karate Kid* was filmed in 1984 and its sequel, *Karate Kid II*, in 1986, and karate became a popular sport available in many neighborhoods to children and adults.

When Soto describes Maria's family in "Growing Up," he names family vacation sites, such as "It's a Small World" at Disneyland. More recent is the creation of Paramount's Great America northeast of San Jose, California. The theme park opened its roller coaster, the Vortex, in March 1991. A second link to history in the same story is a radio broadcast "about warships in the Persian Gulf," a short-lived conflict that began in August 1990 after Iraq overran Kuwait.)

Theme

5. What does the author reveal about compromise? (The characters in Gary Soto's stories discover multiple ways of managing dilemmas and problems. For Alfonso, he has to accept his broken bike and continue to Sandra's house before encountering Ernie in a better mood and receiving a loan of his bike. Fausto learns a much more complex truth—that salving an aching conscience costs everything that he acquired by deceit, which he donates to St. Vincent de Paul, a Catholic charity.

Also complex is Maria's decision to remain home while her family goes on vacation. Because they had a good time and she had been troubled by worries for their safety, she makes mental promises to be nicer to them. However, when the family returns, she sees them as less than ideal. Still, she is able to value her parents' belief that she is mature and sensible.

Other characters make compromises of varying degrees. Victor chooses to learn French after nearly humiliating himself by pretending to be adept at the language. Jesse discovers that he can play baseball with a

neighborhood team after three years of losing out at Little League try-outs. Lupe learns that skill at mastering new challenges works as well on marbles as it has on more intellectual ambitions like piano and spelling. Gilbert concludes that getting what he wants is sometimes not as satisfying as he anticipated. Thus, he tires of karate after months of lessons.)

Interpretation

6. What kind of relationship does Hector have with his grandparents?

(Hector spends time with his grandfather, Luis Molina, a native of Jalapa, Mexico, who has immigrated to Fresno, California, and works as night watchman at Sun-Maid Raisin. Hector is a family favorite who questions his grandfather about many concerns. When Luis takes an interest in investing in local real estate, he relies on Hector to telephone a homeowner on Orange Street to learn how much the pink stucco residence sells for.

Although Luis's son-in-law Genaro profits from real estate, investment turns out to be more complicated than Luis anticipates. The back and forth over price requires him to bribe Hector to make phone calls in secret from Luis's wife. Because Grandmother considers the two mentirosos, Hector is "glad to save his grandfather from a scolding that would go on for years." Their mutual trust wavers in the final lines when Hector tries to extract the money Luis promised. To a threat to "tell Grandma," Luis offers half the promised four dollars plus a prediction: "You wait, Son, you'll be a rich man one of these days. One day it will all be yours." Hector decides he is happy with their relationship.)

Conflict

7. What conflicts cause Veronica unhappiness?

(Veronica Solis has high expectations of Christmas. She is eager for a Barbie doll, but was disappointed the previous Christmas after her Uncle Rudy bought her an imitation Barbie. Her surliness causes her to mishandle the inferior doll and chip its forehead and peel its eyelashes. Because her uncle asks to sing to the doll, she must lie that the doll is asleep.

The next Christmas, Veronica's discontent does not change after Uncle Rudy and his fiancée Donna bring a real Barbie and three outfits for it. Because Veronica and Martha share their toys and because Veronica mistrusts Martha, she again brings unhappiness into her life by leaving in a huff and losing the Barbie doll's head in an alley. Mollified by reality and by Martha's kindness in searching for the missing doll part, Veronica is able to content herself with two imperfect dolls, whom she nestles in sleep.)

Atmosphere

8. How does poverty influence "Mother and Daughter"?

(In a story about a two-person family, poverty impacts attitudes and behaviors. Yollie enjoys watching bargain matinees and scary TV movies with her mother and plays tricks on her without fear. Mrs. Moreno is obviously proud that Yollie is an altar girl, captain of the crossing guards, and good speller. The story of Mrs. Moreno's life includes a sad tale about crossing the border with a sack containing three skirts that she couldn't wear after losing weight from hunger. Obviously, she sacrificed personal comfort to come to the United States.

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The subject of poverty influences Yollie at the eighth-grade fall dance. Because "their dented Chevy Nova had gobbled up almost one hundred dollars in repairs," Mrs. Moreno has no money to buy a dance dress and recalls her own days of wearing "limp and out-of-style dresses from Saint Vincent de Paul." The makeshift dye job on Yollie's white dress turns into a public disaster after rain makes the black dye run in front of the other students. After an outburst at her mother, Yollie recognizes that "it wasn't her mother's fault that they were poor." Understanding her mother's financial circumstances helps Yollie to accept reality and to love her mother anyway. The secret stash of five \$20 bills is a surprising conclusion to the story of their mother-daughter closeness.)

Author Purpose

9. How do Gary Soto's stories differ from other short fiction about teens?

(Soto writes about the usual interests—dating, dances, biking, sports, music, school, friends, and shopping. The element that sets his stories apart from the average is his selection of Latino names and details, such as Sanchez for a family name, Genaro for a son-in-law, frijoles and empanadas for food, and Chihuahua, Mexico, for a homeland. His characters tend to be bilingual and bear names like Rafael, Eva, Luis, and Manuel. Their lives are filled with low-riders calling "Mamacita," chaperonage by a *nina*, insults like *menso* and *loco*, Catholic worship, a *guitarron*, black and Chicano teammates at the playground, and an uncle engaged to a white woman whose "eyes were almost as blue, and her hair almost as blond as Barbie's."

Soto seems determined to establish the normality of life for Mexican-Americans. They prefer *conjunto* music by Lydia Mendoza, Flaco Jimenez, and Little Joe and La Familia; the group Los Lobos; and "La Bamba" by Ritchie Valens. In "The Karate Kid," Soto anchors the story to a shabby *barrio*, a run-down Hispanic community where the main character escapes by reading superhero comics. Other details indicating Soto's preference for Hispanic atmosphere include a Latino karate instructor and two baseball coaches who speak privately in Spanish. However, unlike character and setting, the themes and emotional involvements are overwhelmingly universal and applicable to any young reader's life.)

Structure

10. How does Soto quietly link stories that appear to stand alone?

(There are small links within stories that suggest a single neighborhood or young people who know each other, such as Fausto's attendance at Saint Theresa's for 8:00 A. M. mass, Teresa's learning catechism at the same church, and Yollie's good grades at Saint Theresa's school. Michael and Jesse have a schoolmate named Pete, which is also the name of the bully who beats up Gilbert. Another Michael teaches Victor how to scowl in "Seventh Grade." Both Fausto and Mrs. Moreno have connections with Saint Vincent de Paul—Fausto as donor and Mrs. Moreno as receiver of charity.

Major characters also make additional appearances. Ernie appears in "Broken Chain" as the brother who lends his bike and in "Mother and Daughter," where he invites Yollie to a movie. Likewise, Alfonso figures in two

stories, "Broken Chain" and "Two Dreamers," in which Hector mentions him as the mythic friend to keep his grandmother Molina from suspecting Luis's plot to buy real estate. In addition, children seem to try and agree on the worth of "American Bandstand" and Seventeen and appear to live in the Fresno area, which is Soto's hometown. These coincidences create a community of characters who star in their own stories while making cameo appearances in other narratives.)

ACROSS THE CURRICULUM

Art

1. Design a jacket or cap logo for the Hobo Park team or marbles champ. Stress positive imagery of pride and accomplishment over competition.
2. Using incidents from the book, create a collage or mobile illustrating gradual changes in Yollie, Fausto, and Gilbert. Add captions showing how growing up produces an awareness of family, for example, worrying about their welfare, being grateful for financial sacrifices, and welcoming parents home after a separation.

Business and Economics

1. Explain why selling real estate is a job for professionals. Make a chart of details that Hector and Luis need to know before they invest in property, for example, age and condition of house, tax rates, title searches, assessments, availability of public transportation and schools, nearby shopping malls, value of adjacent houses, and city plans for the neighborhood.
2. Compose a job description for a Little League coach, French or English teacher, president of the Fresno Marble Association, referee, science fair judge, organizer of a spelling match, crossing guard sponsor, or karate or piano teacher. Determine how cities recruit volunteers to help with such after-school events as chess, school dances, talent shows, and marble championships.

Cinema

1. View films with immature characters, such as *This Boy's Life* or *The Education of Little Tree*. Compare the movies' action, settings, themes, and dialogue to those of *Baseball in April*. Comment on the interplay of people of different ages and backgrounds.
2. Propose a movie of *Baseball in April*. Suggest a way that the director could tie together the separate stories.

Drama

1. Draw stage settings for a dramatization of a scene from the book. Supply sketches of costumes and props.
2. Create a storyboard account of one character's coming of age. For example, show Alfonso cleaning his bike, Yollie dressing for a dance, Jesse at batting practice, Fausto meeting Roger's owners, Maria listening to the radio and watering plants, or Lupe competing against boys for the marble championship.

Education

1. Using stick figures, outline an education program and posters in English and Spanish to welcome potential players to Little League try-outs, science fair, crossing guards, piano lessons, or the marbles championship. Stress what each can learn from participation other than the competition for places on the teams, positions of authority, praise, or playing to win.
2. Propose another type of talent show that pairs students

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with friends and family, for example, a family singing group or neighborhood dance troupe. Invite Martha and Veronica to write a Barbie and Ken play to perform with hand puppets.

Geography

1. Use topographical maps to describe the terrain the story covers, particularly the area around San Jose, Fresno, Stockton, Sacramento, Santa Cruz, Cupertino, Great America, and Disneyland. Explain why many of California's residents come from places such as Chihuahua and Jalapa, Mexico.
2. Draw a map of the route from Mexico to California. Include data concerning the number of Latinos who immigrate each year and their impact on California's economy. List the types of jobs that await them, including agriculture, landscaping, construction, and child care.
3. Tape a guided tour of California's sights, including laser tag, bungee trampoline, rock climbing, water balloons in KidsVille, character photos, remote control cars and boats, the Vortex roller coaster, the XTreme Skyflyer, Star Trax Recording Studio, video arcades, shooting gallery, and midway games at Great America and "It's a Small World" at Disneyland. Name places to visit on a car trip from Fresno to Sacramento, San Jose, Salinas, Cupertino, or Stockton.

History and Social Studies

1. Contrast male and female characters and their attitudes toward family loyalty. Account for Yollie's close relationship with her mother, Maria's jealousy of her brothers, and Hector's discomfort in fooling his grandmother while conspiring with Luis.
2. Join a panel to discuss the function of youth sports programs. Account for the yearly anguish of participants who never get chosen for a Little League team and for the need for more neighborhood teams, such as the marble championship and Hobo Park baseball team.
3. Discuss with a small group family patterns of behavior and expectations concerning the marble championship, karate lessons, guitar playing, French class, science fair, crossing guards, spelling contests, school dance and talent show, biking, movies, and early dating.
4. Report orally on the physical and psychological effects of quarreling with family, fighting a school bully, and being humiliated before a peer group. For each situation, propose sensible advice to all parties involved.
5. Divide the class into small groups to brainstorm ways to improve Maria's attitude toward participation in family vacations, such as opportunities to explore landmarks and sights without parents or selecting places she would like the whole family to visit.

Language Arts

1. List phrases that underscore themes of conflict, rejection, curiosity, loyalty, family cohesion, poverty, loss, and compassion.
2. Compose an extended definition of sacrifice. Name characters who give their time, possessions, talent, skills, and money to help others achieve, for example, Mrs. Moreno, Grandfather Lupe, Gilbert's mother, Uncle Rudy and Donna, Coach Manuel, Mr. Royal, Mr. Bueller, and Luis Molina.
3. Record aloud descriptive passages from *Baseball In*

April. Consider finding cracks in a pink stucco house, emptying a cache of twenty-dollar bills to shop at Macy's, making up French phrases to impress a girl, locating a guitarron in the garage, dipping candy apples, and putting money in the basket at Saint Theresa's.

4. Pantomime symbolic or dynamic episodes, for instance, Martha and Veronica looking for the doll's head, Alonso cleaning a bicycle chain, Gilbert challenging Pete the Heat, Lupe exercising her thumb, and Maria listening to the news, dressing in lipstick and Charlie perfume for a trip to the mall with Becky.
5. List sense impressions from the anthology that give immediacy and force to the action. Name graphic details such as the smell of a karate studio, the explosion of shattered candy apples, the sight of dye dripping from the dress, the sounds of a guitarron, the taste of turnovers, the feel of a \$20 bill or catcher's mitt, the sound of a record stuck on "La Bamba," the smell of a pizza restaurant, and the sight of Veronica's headless Barbie.
6. Characterize the lessons that characters learn through loss, for example, failing to pantomime the record at the talent show, batting and grounding poorly in try-outs, losing a doll's head, missing a family trip to Great America, breaking a bicycle chain, suffering humiliation for an idle boast, and being beaten by a schoolyard bully.
7. Write an encyclopedia entry on Little League. Add details that explain why families and community support team competition at an early age.
8. Read aloud from works that describe coming of age, such as Robert Newton Peck's *A Day No Pigs Would Die*.
9. Explain in a theme the significance of the title "Mother and Daughter," particularly as it applies to Yollie Moreno's family finances. Why is there a balance between characters? What traits in Mrs. Moreno prove that she shares a loving relationship with her daughter? How would the addition of a father or stepfather alter the mother-daughter closeness?
10. Write a theme in which you explain the role of a minor character, such as Luis's wife, Mr. Lopez, Maria's nina, Teresa, Helen, Miss Baseball Cap, Michael, Mr. Royal, Pete the Heat, Sister Kelly, Father Jerry, Coach Manuel, and Donna. Explain why short stories must concentrate on the thoughts and actions of a single character.
11. Make a web site or bulletin board that translates and explains Spanish, French, or Japanese terms from the book.

Psychology and Health

1. Demonstrate with diagrams the pressures that cause Raymundo to escape through karate movies, Ernie to refuse to lend his bicycle, Lupe to want to excel at a sport, or Alfonso to study his looks and try to straighten his teeth by pressing on them with his fingers.
2. Outline a lecture on emotional maturity. List behaviors in characters that suggest entry into adulthood, particularly Fausto's need to rid himself of guilt. Cite examples of childish narcissism in Maria and Yollie.
3. Write a theme explaining why short stories about normal activities, such as "La Bamba" and "Broken Chain," help readers learn more about themselves and their emo-

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tions, ambitions, and relationships with friends and family.

Speech

1. Organize a discussion of school and community team sports. Contrast the value of learning to ground, catch, and bat with the study of karate, racquetball, guitar, French, singing, violin, or ballet.
2. Compose a speech to deliver to parents who are coping with a bored child. Suggest ways of defusing the situation at home to increase the whole family's enjoyment of shared events, including watching scary movies, eating pizza, traveling to an uncle's house, biking, making candied apples, shopping for school clothes, attending a spelling match, making and eating pot stickers, and sightseeing.

Sports

1. Create flash cards that display sports situations and explains baseball terminology and slang.
2. Create a chart listing statistics of a baseball league. Show how each type of statistic is measured.

ALTERNATE ASSESSMENT

1. List examples of poor judgment in various characters, for example, Fausto's lie about finding Roger.
2. Compile a list of events that demonstrate ambition, for example, Jesse's interest in Little League.
3. Compose a scene in which Maria accompanies the family to her uncle's house, Lupe takes up another sport, Alonso repairs his bike, Teresa learns that Victor speaks no French, or Manuel performs in next year's talent show.
4. Make a character list and explain the character flaws of each.
5. Account for the importance of friends and family in the lives of Maria, Alonso, Victor, Manuel, Jesse, Gilbert, Hector, and Fausto.

TEACHER'S NOTES

BASEBALL IN APRIL AND OTHER STORIES

VOCABULARY TEST

Complete each of the following sentences with an appropriate word from the list below. Place the letter of your response in the blank at left.

- | | | |
|-------------------|-----------------|---------------|
| A. irrigation | F. barrio | K. anxiety |
| B. deceitful | G. frijoles | L. roundhouse |
| C. stash | H. infield | M. pyramid |
| D. backstop | I. limelight | N. pop-up |
| E. aggressiveness | J. roughhousing | O. low-rider |

- _____ 1. How could he have been so _____? The dog wasn't lost.
- _____ 2. Then he wound up and sliced the next ball foul to the edge of the _____.
- _____ 3. But she just sat on the porch swing, letting _____ eat a hole in her soul.
- _____ 4. He wanted "cuts" like those he had seen on a calendar of an Aztec warrior standing on a _____ with a woman in his arms.
- _____ 5. Maybe he would do something crazy, like crash the car on purpose to get back at her, or fall asleep and run the car into an _____ ditch.
- _____ 6. He was surprised by his own _____.
- _____ 7. But instead of crashing sea for a backdrop, there was a dilapidated _____ of ramshackle houses and dusty cars.
- _____ 8. The Heat caught him with a _____ punch to the jaw, sending Gilbert to the ground.
- _____ 9. Now and then a _____ from Belmont Avenue would make his car jump and shout "Mamacita!"
- _____ 10. Jesse and Pete warmed up behind the _____, throwing gently to each other and trying to stay calm _____.
- _____ 11. His teammates moaned because they were sure he was going to strike out or hit a _____.
- _____ 12. Hector, who spent summers with his grandparents, would join Grandfather at the table and watch him eat plates of _____ with guisado de carne smothered in chili.
- _____ 13. She reached behind a stack of towels and pushed her chubby hand into the cigar box where she kept her secret _____ of money.
- _____ 14. The students raced around the dojo, laughing and _____, before they changed to their street clothes.
- _____ 15. Why did I raise my hand? he asked himself, but in his heart he knew the answer. He yearned for the _____.

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COMPREHENSION TEST A

Part I: Character Identification (30 points)

Match each of the following descriptions from the anthology with a character name. Place the letter of your response in the blank provided at left.

- | | |
|---|----------------------|
| _____ 1. shops with Maria at the Gap and buys See's candies. | A. Manuel |
| _____ 2. teaches Victor how to scowl like a male model from GQ. | B. Rachel |
| _____ 3. stops attending practice of the Hobo Park team. | C. Luis |
| _____ 4. bribes Hector to call a homeowner. | D. Ernie |
| _____ 5. is jealous that his brother may have a girlfriend. | E. Ritchie Valens |
| _____ 6. beats Gilbert twice. | F. Becky |
| _____ 7. is impressed with Victor's French. | G. Jesse |
| _____ 8. wears dog tags and a shiny collar. | H. Martha |
| _____ 9. gives Veronica a Barbie. | I. Donna |
| _____ 10. urges Lupe to win the championship. | J. Victor |
| _____ 11. records "La Bamba." | K. Roger |
| _____ 12. wants to look like Prince. | L. Michael |
| _____ 13. learns from Pete about another baseball team. | M. Alfonso |
| _____ 14. suspects Luis and Hector of plotting. | N. Pete the Heat |
| _____ 15. helps search for the Barbie doll's head. | O. Grandmother Molin |

Part II: True/False (20 points)

Mark the following statements either **T** for true or **F** if any part is false.

- _____ 1. Both Victor and Lupe are rude to their parents.
- _____ 2. The Red Caps beat their opponents, the Hobos.
- _____ 3. Yollie's mother spends her savings for new clothes for her daughter.
- _____ 4. Grandfather's guitarron is easy to play.
- _____ 5. Hector's grandfather immigrated to the United States from Mexico.
- _____ 6. Maria worries that her family may be hurt in a traffic accident.
- _____ 7. Mr. Lopez has too few pupils to continue teaching martial arts at the dojo.
- _____ 8. After grounding and batting at try-outs, Jesse gets a place on the Little League team.
- _____ 9. Mrs. Moreno invents a screwdriver that works on both ends.
- _____ 10. Mr. Bueller humiliates a student in front of Teresa.

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Part III: Completion (20 points)

Fill in the blanks below with a word or phrase which completes the sentence.

1. Victor longs to impress _____ just as Alonso wants to have a clean bike to impress _____.
2. Fausto accepts milk and a _____ from Helen, but is uncomfortable taking the _____-dollar bill for rescuing Roger.
3. Uncle Rudy gives Veronica a _____ doll and announces that he will marry _____.
4. Luis promises Hector a thousand-dollar _____ bill, but gives him eight _____ instead.
5. On the way back from catching _____ at Mayfair canal, Ernie lends Alfonso his _____.

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Describe how rain spoils the dance for Yollie.
2. Explain how Veronica comes to like both her dolls.
3. Discuss Luis's interest in real estate.
4. Account for fights with Pete the Heat.
5. Summarize events that change Manuel's despair after the talent show.

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COMPREHENSION TEST B

Part II: Multiple Choice (20 points)

Select the phrase that completes each of the following sentences. Place the letter of your response in the blank provided at left.

- _____ 1. Ernie is surprised that his brother
A. tries out for Little League catcher. B. speaks French.
C. may have a girlfriend. D. is a yellow belt.
- _____ 2. Mrs. Moreno
A. gives Yollie a stash of twenty-dollar bills. B. falls asleep in front of a scary movie.
C. leaves a glass of water by the alarm clock. D. buys waterproof dye and candied apples.
- _____ 3. Fausto considers his return of Roger
A. an act of worship for St. Vincent de Paul. B. a way of saving him from the freeway.
C. worthy of reward D. deceitful.
- _____ 4. After months at the dojo,
A. Gilbert is bored. B. the boys respect Mr. Lopez.
C. students increase the teacher's earnings. D. Gilbert beats up Pete the Heat.
- _____ 5. Jesse and Michael wait
A. until Manuel invites them to a game at Hobo Park. B. to hear from the try-outs.
C. for a pop-up catch. D. for Rosie, sister of the playground bully.
- _____ 6. Luis is interested in
A. teaching his grandson about investment in real estate. B. buying a pink stucco house.
C. helping his wife retire in Jalapa. D. offering a higher price to Sunny Days Realty.
- _____ 7. The imitation Barbie
A. loses its head. B. lies in the alley.
C. has a chipped forehead and peeling eyelashes. D. has a name that Uncle Rudy selects.
- _____ 8. Fausto makes friends with Roger by
A. feeding him a turnover. B. calling him Bomber, Freckles, and Queenie.
C. telling Helen the dog is a terrier. D. tossing him an orange peel.
- _____ 9. From GQ magazine,
A. Michael learns to scowl. B. Victor reads about travel in France.
C. Teresa clips an article on ballet. D. Victor memorizes, "Le bateau est sur l'eau."
- _____ 10. Ricardo believes that
A. Mr. Roybal breaks the 45-rpm record. B. Manuel makes the needle stick.
C. Mario will win the talent contest. D. nobody wants to see people dressed up like toothbrushes.

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Part II: Matching (30 points)

Match the following actions with places from the list below. Place the letter of your response in the blank provided at left.

- | | | |
|-------|---|------------------------|
| _____ | 1. black and Hispanic boys form a baseball team | A. Orange Street |
| _____ | 2. Luis is concerned about cracks in the stucco | B. Belmont Avenue |
| _____ | 3. Gilbert looks out the window at ramshackle houses | C. Santa Cruz |
| _____ | 4. Manuel pantomimes a classic hit | D. homeroom |
| _____ | 5. Lupe shatters the competition | E. bed |
| _____ | 6. Maria's family enjoys the boardwalk | F. metal shop |
| _____ | 7. at lunch, Alfonso hides from Sandra | G. Hobo Park |
| _____ | 8. Victor practices scowling | H. barrio |
| _____ | 9. Fausto puts money in a wicker basket | I. Saint Theresa's |
| _____ | 10. Martha and Veronica look for the lost head | J. Romain playground |
| _____ | 11. Luis leaves home to settle in the United States | K. alley |
| _____ | 12. a hundred kids wait in line by age groups | L. Jalapa |
| _____ | 13. Mr. Bueller recalls making a girl think he was rich | M. cafeteria |
| _____ | 14. Veronica loves both dolls | N. French class |
| _____ | 15. low-riders yell "Mamacita!" | O. marble championship |

Part III: Short Answer (20 points)

Supply a word or phrase in answer to the following questions. Place your response in the blank provided.

- _____ 1. Where does Lupe develop a muscle?
- _____ 2. What does Maria think is out of style at Disneyland?
- _____ 3. Who lectures on hard work in Chihuahua?
- _____ 4. Who is one of the smartest kids at Saint Theresa's?
- _____ 5. Whom does Mrs. Solis accuse of spoiling her daughter?
- _____ 6. Who pretends to call Alfonso to come over and play?
- _____ 7. What does Genaro build with the money he earns?
- _____ 8. Whom do teammates doubt can get a hit?
- _____ 9. What does Ernie get at the Mayfair canal?
- _____ 10. What does Alonso press for an hour with his thumb?

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Explain why Gilbert's mother agrees to karate lessons.
2. Contrast the growing pains of Maria and Veronica.
3. Account for Yollie's good relationship with her mother.
4. Summarize evidence that seventh grade is a challenge for Victor.
5. Describe relationships between Ernie and his brother and between Lupe and her family.

ANSWER KEY

VOCABULARY TEST

- | | | |
|-----|-------|-------|
| 1.B | 6. E | 11. N |
| 2.H | 7. F | 12. G |
| 3.K | 8. L | 13. C |
| 4.M | 9. O | 14. J |
| 5.A | 10. D | 15. I |

COMPREHENSION TEST A

Part I: Character Identification (30 points)

- | | | |
|------|-------|-------|
| 1. F | 6. N | 11. E |
| 2. L | 7. J | 12. M |
| 3. A | 8. K | 13. G |
| 4. C | 9. I | 14. O |
| 5. D | 10. B | 15. H |

Part II: True/False (20 points)

- | | |
|------|-------|
| 1. F | 6. T |
| 2. T | 7. T |
| 3. T | 8. F |
| 4. F | 9. F |
| 5. T | 10. F |

Part III: Completion (20 points)

1. Teresa, Sandra
2. turnover, twenty
3. Barbie, Donna
4. Confederate, quarters
5. frogs, bike

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. C | 6. B |
| 2. A | 7. C |
| 3. D | 8. D |
| 4. A | 9. A |
| 5. B | 10. B |

Part II: Matching (30 points)

- | | | |
|------|-------|-------|
| 1. G | 6. C | 11. L |
| 2. A | 7. F | 12. J |
| 3. H | 8. D | 13. N |
| 4. M | 9. I | 14. E |
| 5. O | 10. K | 15. B |

Part III: Short Answer (20 points)

- | | |
|-------------------|----------------|
| 1. thumb | 6. Hector |
| 2. sundress | 7. brick fence |
| 3. Maria's father | 8. Jesse |
| 4. Yollie | 9. frogs |
| 5. Uncle Rudy | 10. teeth |

Part IV: Essay (30 points)

Answers will vary.

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