Teacher’s Guide

Felipe Alou

From the Valleys to the Mountains

Written by

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Learn a bit more

Please take some time to view some of the following resources to familiarize yourself with the historical and cultural settings of this novel.

Felipe Alou was from Haina. In this video you can see Haina river raging due to a hurricane!
http://www.youtube.com/watch?v=St7kmDJeBpQ

This short video shows what life is like for Haitian migrant sugarcane field workers. They work 15-18 hour days for the equivalent of $3. They live in camps called batays.
http://www.youtube.com/watch?v=kz1FoON7ayg&feature=endscreen

Trujillo: El poder del Jefe III  This video contains original footage of the ruthless dictator.
http://www.youtube.com/watch?v=MzlzV2r6ZL8&feature=endscreen

15 min. video describing Trujillo’s reign and his death. Includes what happened after his death.
http://www.youtube.com/watch?v=allhtBI-UBpg&feature=related

Era de Trujillo
Part 1 – Era de Trujillo
1 min. video with a brief description of the occupation of Trujillo
http://www.youtube.com/watch?v=Y_xQsoZF6hg
Part 2 – Era de Trujillo
http://www.youtube.com/watch?v=TcxrqA0LeEE

The film “In the Time of the Butterflies” (English language) rated PG-13 is the story of Minerva Mirabal, who, along with her husband and two sisters was murdered by the Trujillo regime for her outspoken criticism. Available on Amazon. You might opt to show 1-2 scenes just to illustrate the Trujillo era.
Activity – Before reading

Since chapter 1 begins with some background information about Trujillo, let’s begin with an activity about what it means to be a good leader. On the following page you will find a black line master of a word cloud. The word cloud contains characteristics of leaders.

Have your students work in pairs or small groups. Give each group a couple of different colors of markers or highlighters and a photocopy of the word cloud. Ask them to highlight the positive traits in one color and the negative traits in another. Then, as a class discuss the results. Are there some qualities that are hard to categorize?

Encourage respectful dialogue and refrain from attempting to inject your own political views into the conversation. Try to keep the conversation about leadership in general rather than about specific people.
Leader
New Vocabulary

Note to teachers: The words presented here are words that appear for the first time in the current chapter. You may wish to pre-teach them before you begin reading.

Do not feel pressured to teach all of these words before reading. Your students may already know some or all of this vocabulary depending on their level. Even if they do not know the words, you may opt to simply read the book with them, helping as you go. Or, if students are reading independently, instruct them to view the glossary in the back of their novel.

Our advice to you, as teachers ourselves, would be to select a handful of these words (maybe 3-9 words maximum) and pre-teach them to your students before reading the chapter. Select words which are high-frequency and very useful in conversation.

With beginning students, it may be helpful to read the novel aloud, explaining in simple terms as you go along. Alternately, you may wish to only translate unknown vocabulary if students share a common first language, or use visuals to convey the meaning. You may also wish to put some key vocabulary on the board and refer to it as you read.
New Vocabulary

acts  detested
all  dictator
also  dictatorship
did  do
are  Dominican
different
distinguished  did
between
don’t  during
economic
either  economic
ellegant  economic
eliminate  economic
every  economic
famous  economic
for  economic
from  economic
general  economic
has  economic
he  economic
him  economic
his  economic
hospitals  economic
hotels  economic

houses  economic
island  economic
kill  economic
killed  economic
killing  economic
live  economic
lived  economic
living  economic
many  economic
massacre  economic
military  economic
money  economic
much  economic
my  economic
nation  economic
not  economic
obvious  economic
officials  economic
only  economic
oppression  economic
oppressive  economic
ordered  economic

black  economic
but  economic
called  economic
clinics  economic
committed  economic
considered  economic
construction  economic
continued  economic
controlled  economic
corrupt  economic
could  economic
creole  economic
cruel  economic
cutting  economic
definitely  economic
destination  economic
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Conversations

These questions may be asked before reading, during reading, after reading, or similar questions may be completed in writing by the students using the blackline master on the following page.

Do you like baseball?
Do you prefer playing or watching?
Is there discrimination in the USA?
Is there discrimination in other countries?
Do you like the beach?
Do you go to the beach?
Do you live near a beach?
Have you visited the Dominican Republic?
Have you been to an island?
What is your favorite sport?
What is your favorite team?
Can you think of a dictator from history?
What is the difference between a president and a dictator?
Do you prefer living in a democracy or in a dictatorship? Why?
Think about it

Name: _________________________  
Date: _______________  Period: ____

1. Do you like to watch or play baseball? What team is your favorite?

2. Have you visited the Caribbean? Would you like to go there?

3. What country is known for pretty beaches and baseball?

4. Who was Trujillo?

5. What group of people did Trujillo discriminate against?

6. What did the Haitian people not pronounce like the Dominicans?

7. What did the soldiers use to kill the Haitian people?

8. What was something positive that Trujillo did?
Think about it  

1. Do you like to watch or play baseball? What team is your favorite?  
   Answers will vary

2. Have you visited the Caribbean? Would you like to go there?  
   Answers will vary

3. What country is known for pretty beaches and baseball?  
   The Dominican Republic

4. Who was Trujillo? the dictator of the  
   Dominican Republic

5. What group of people did Trujillo discriminate against?  
   Haitians

6. What did the Haitian people not pronounce like the Dominicans?  
   Parsley

7. What did the soldiers use to kill the Haitian people?  
   Machetes

8. What was something positive that Trujillo did?  
   He built schools, homes, hospitals, etc.  
   Created some economic progress.
What did you learn?

Name: __________________________

Date: _______________ Period: __

Crossword Puzzle

Down
1. The soldiers used ______ to kill the Haitians.
3. A terrible dictator in the Dominican Republic.
4. The Dominican Republic’s most popular sport.
5. The Haitian people couldn’t pronounce the word ‘perejil’ which means ______.
6. Corrupt politicians intercepted a lot of ______.
7. The island where the Dominican Republic and Haiti are located.

Across
2. El ______ or ‘The Cutting’ was the plan of Trujillo to eliminate the Haitian people.
8. The years when a country has a dictator are called a ______.
9. There are many elegant hotels near the ______.
What did you learn? **Key**

**Across**

2. El ______ or ‘The Cutting’ was the plan of Trujillo to eliminate the Haitian people. **CORTE**

8. The years when a country has a dictator are called a ______. **DICTATORSHIP**

9. There are many elegant hotels near the ______. **BEACH**

**Down**

1. The soldiers used ______ to kill the Haitians. **MACHETES**

3. A terrible dictator in the Dominican Republic. **TRUJILLO**

4. The Dominican Republic’s most popular sport. **BASEBALL**

5. The Haitian people couldn’t pronounce the word ‘perejil’ which means ______. **PARSLEY**

6. Corrupt politicians intercepted a lot of ______. **MONEY**

7. The island where the Dominican Republic and Haiti are located. **HISPANIOLA**
At this time you may wish to show your students the slide show on this CD entitled “Trujillo.” It contains photos and information about the Trujillo regime in the Dominican Republic from 1930-1961.