

## ABOUT THE BOOK

Pedro Martín has grown up hearing stories about his abuelito, his legendary crime-fighting grandfather who was once a part of the Mexican Revolution! But that doesn't mean Pedro is excited at the news that Abuelito is coming to live with their family. After all, Pedro has eight brothers and sisters and the house is crowded enough! Still, Pedro piles into the Winnebago with his family for a road trip to Mexico to bring Abuelito home, and what follows is the trip of a lifetime, one filled with laughs and heartache. Along the way, Pedro finally connects with his abuelito and learns what it means to grow up and find his grito.



## ABOUT THE CREATOR

PEDRO MARTÍN is a former Hallmark artist and the creator of *Asteroid Andy*. He chronicles his life growing up Mexican American online in a comic series and in his debut graphic memoir, both called *Mexikid*.

## PRAISE FOR MEXIKID



"This artistically inventive read, which teems with lively characters and emotion, is a joy to behold."

— PUBLISHERS WEEKLY, STARRED REVIEW



"Perfectly blending hilariously brazen kid confidence with a poignant multigenerational story of growth and change."

— BOOKLIST, STARRED REVIEW



"Full of humor, heart, and a decent amount of gross-out moments, Martín's coming-of-age memoir hits all the right notes."

— KIRKUS REVIEWS, STARRED REVIEW



"Deep familial bonds, a lovingly chaotic household, and a heartfelt exploration of culture and identity underpin this very memorable debut."

— THE HORN BOOK, STARRED REVIEW

## ABOUT THE AUTHOR OF THIS GUIDE:

LUZ YADIRA HERRERA teaches future bilingual teachers at California State University Channel Islands, and is an author and mother to Remi, a ten-year-old Mexi (and Najja) kid of her own.

# CHAPTER 1

1. The author, Pedro Martín, begins the book with a guide to the Martín family, introducing readers to the vividly depicted characters who take center stage in this graphic memoir. Record some of your observations in the chart below:

## FAMILY GUIDE: SEE. THINK. WONDER.

### WHAT DO YOU SEE?


### WHAT DO YOU THINK?


### WHAT DO YOU WONDER?


2. Why might the author have included a family guide?
3. Why do you think the author included his and his family's "American-style" names in the guide?
4. What stands out about the Martín family?
5. A significant change is happening in the family: The abuelito will be coming to the United States from Mexico to live with them. What are some feelings that Pedro expresses? How can you tell?
6. **EXTENSION ACTIVITY:** Create your guide to your family or influential people in your life. Who are they? What are some of their characteristics? What are some of their names and nicknames? Include any illustrations in your guide (hand-drawn or digital images). Use Pedro Martín's family guide as a model.

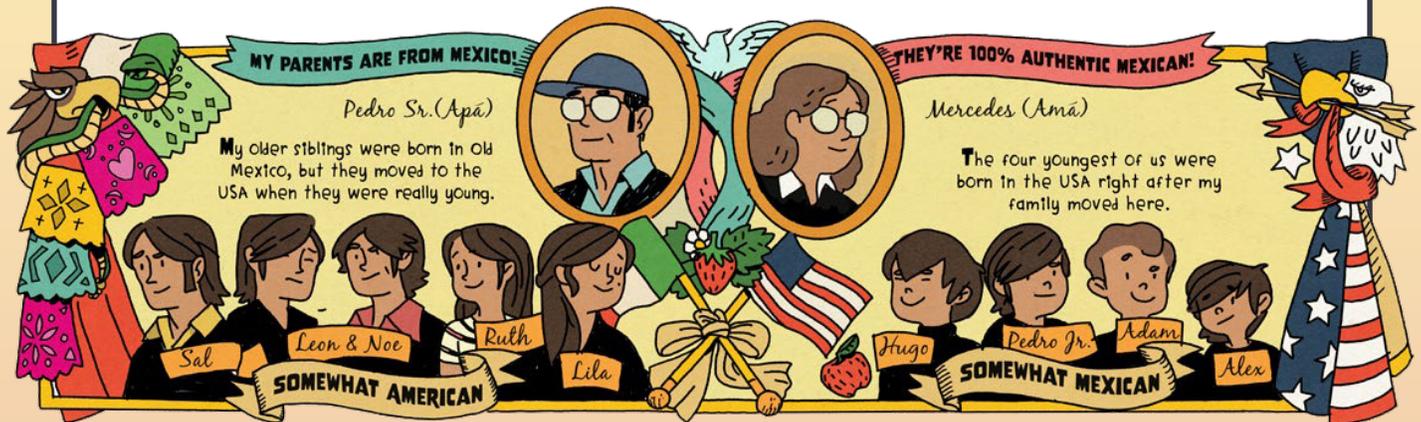


## CHAPTER 2

1. Pedro learns that his abuelito did not actually fight in the Mexican Revolution but still had some part in it. What do you learn about Pedro's abuelito?
2. How does the family prepare for their road trip?
3. What do you learn about Pedro during this shopping trip?

## CHAPTER 3

1. What highlights from the family road trip leave a lasting impression?
2. What do Pedro and his siblings do to pass the time during the road trip?
3. Describe the last road trip you took or would like to take. What did (would) you pack? Where did (or would) you go? How did (or would) you keep busy during the road trip?
4. Look at the graphic from pages 36-37: "Somewhat American. Somewhat Mexican." What are some differences between the family members on the "somewhat American" and "somewhat Mexican" sides? What else would you like to know about either side? Why do you think the author included this graphic?



## CHAPTERS 4 + 5

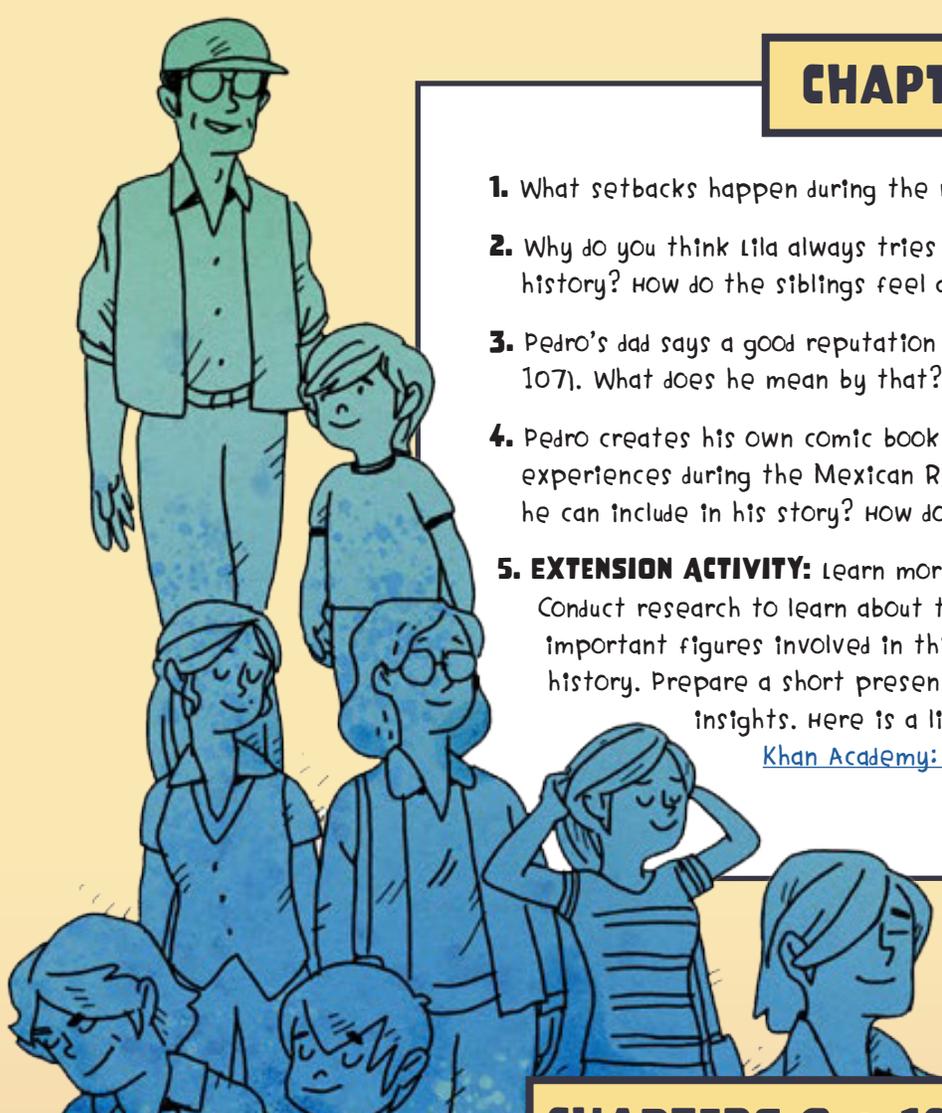
1. What do you learn about Pedro's mom and dad during the road trip?
2. What do you learn about the significance of padrinos (godparents) in this chapter? What are some ways padrinos are important in Pedro's family?
3. What else happens during the family's stop in Los Angeles?
4. What do you and your family enjoy doing during family gatherings?

## CHAPTERS 6 + 7

1. The family finally makes it to la frontera, the border between the United States and Mexico. As they cross the border, they get stopped and searched by guards on the Mexican side of the border. What happens during the interaction between Pedro's family and the guards?
2. What is a "Mexican Jedi Mind Trick"? How does Pedro's dad use this "trick"?
3. What might be a lesson that Pedro learns during his border-crossing experience?
4. What would you do if you were Pedro or his parents in this situation?
5. Use the five-senses chart below to imagine your experience visiting a Mexican Mercado:

FIVE SENSES	WHAT IS IT?	SKETCH.
SEE		
HEAR		
TASTE		
SMELL		
TOUCH		





## CHAPTER 8

1. What setbacks happen during the road trip?
2. Why do you think Lila always tries to teach her brothers about history? How do the siblings feel about Lila's lessons?
3. Pedro's dad says a good reputation is more valuable than money (p. 107). What does he mean by that?
4. Pedro creates his own comic book story based on his grandfather's experiences during the Mexican Revolution. What does he learn that he can include in his story? How does Lila help him?
5. **EXTENSION ACTIVITY:** Learn more about the Mexican Revolution. Conduct research to learn about the causes, major events, and important figures involved in this significant period of Mexican history. Prepare a short presentation or report sharing the key insights. Here is a link to help you get started:

[Khan Academy: The Mexican Revolution](#)

## CHAPTERS 9 + 10

1. After a long road trip, the family finally arrives in Pegueros. How are Pedro and his family greeted upon their arrival?
2. What else does Pedro learn about his grandfather from Don Felipe, the town barber?
3. How does Pedro feel about being reunited with his grandfather?
4. Pedro's older brother Leon tells the story of the "Bandidos del Camino." What else do you learn about the grandfather through his retelling?
5. How does the grandfather react to the retelling of his bandit story? How can you tell?
6. Pedro talks about "the look" that his grandfather gives. What does this mean, and how has "the look" shown up in other parts of the story?
7. **EXTENSION ACTIVITY:** Ask a family member about an exciting family story. Create a comic book story with a beginning, middle, and end that explains what happens. Add hand-drawn or digital images to your story. Be sure to include speech bubbles that capture the dialogue.

## CHAPTERS 11–14

1. How does Pedro attempt to get a girl's attention? What advice does he get?
2. How does Pedro feel about his older siblings traveling back to the United States separately from the rest of the family?
3. What do you think Lila is talking about when she says Pedro has to "step up and be strong" for their parents (p. 164)?
4. What happens when the family arrives in the town of Tepatitlán?
5. How does Pedro make sense of the newfound insights into his family's history?
6. How does Pedro show strength and "step up" during a tough time for the family?



## CHAPTER 15

1. The family is almost ready to head back to the United States. How does the family come together for a send-off?
2. How do you and your family celebrate significant changes or events? How is your celebration similar to and different from Pedro's family?
3. How does Pedro's family express their emotions through music?
4. Why do you think Pedro finally feels a connection to the "chun-ta-ta" music? How does his inability to do the grito (the laugh-cry) make him question his Mexican identity?
5. What are some things you do that make you feel connected with your identity (or with your family)?
6. **EXTENSION ACTIVITY:** Create a slide presentation, collage, or digital poster that captures your unique identity. Incorporate visuals and words to showcase your interests, cultural background, the languages you use, and anything else that is important to you.



## CHAPTERS 16 + 17

1. As the family begins their journey back to the United States, Pedro finally has the opportunity to delve deeper into his grandfather's past. How does Pedro initiate a connection with his grandfather and try to learn about his grandfather's stories and experiences?
2. How does Pedro feel about his Spanish language while interacting with his grandfather?
3. How do Pedro and his grandfather bond during the road trip?
4. What stands out about Pedro and his siblings' interaction with the boy at the beach selling firecrackers? What do you learn about how Pedro perceives his identity (his Mexicanness) through his interaction with the boy?
5. What important lessons does Pedro learn from his grandfather?
6. Why is it important to Pedro to learn some of his grandfather's "cool hero knowledge"?
7. **EXTENSION ACTIVITY:** Consider what "cool hero knowledge" means to you. Who could you gain "hero knowledge" from in your family or community? What would you like to learn?



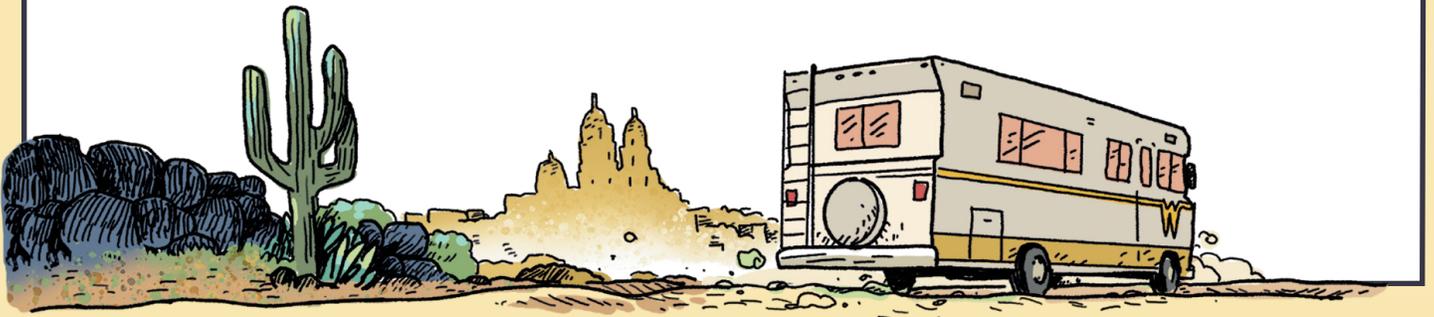
## CHAPTER 18

1. Why did Pedro feel afraid as they approached the border?
2. How did this second border-crossing experience differ from the first one in Chapter 6?
3. How does Pedro's mom support him in dealing with his emotions about his realization that his grandfather might not have wanted to live in the United States?
4. How does Pedro's mom help him understand the legacy of his grandfather's life?
5. What does legacy mean to you and your family? If you are not sure, ask a family member to help you think through what this might mean for you.



## CHAPTERS 19 + 20

1. What happens during the last part of the family road trip?
2. How do the different members of the family react during this event?
3. What advice does Pedro receive from his grandfather about what to do with the deer?
4. What is the "Mexican dad pledge" that Pedro describes? How have you seen this "pledge" earlier in the story?
5. How does Pedro's "Deer Story" become part of the family's new "hero knowledge"? How does Pedro react to feeling like a hero?
6. How does Pedro feel about finding his "somewhat mostly Mexican" identity? How can you tell?
7. **EXTENSION ACTIVITY:** Consider what might happen next in the Martín family. Create a three-part comic book story that details your predictions.



## WRAPPING-UP

1. Pedro Martín shares a collage with images of his real-life family at the end of the book. What else do you learn about the author's family?
2. Think about how the author writes using English and Spanish throughout the story. How did this help you better understand the story and Pedro's family?
3. Reflect on the lessons on identity that Pedro grasps throughout the retelling of his life, including notions of Mexicanness and Americanness. How have these insights influenced your understanding of your own identity and your family's cultural heritage? Share your thoughts, experiences, and personal discoveries in connection to the themes explored in Pedro's journey.
4. **EXTENSION ACTIVITY:** Craft a collage, whether paper-based or digital, that captures the essence of your family and/or community. Add thoughtful captions beneath each image, providing details about each person featured.

