

Study Guide
for
The Café on Dream Street

by Adriane Brown

The Café on Dream Street

Introducing the Novel

Chapters 1-10

Share and Reflect

Felipe has experienced many difficult events in his life, but he remains a caring person and a loving husband and father who is hopeful about his future. Make a prediction about how the events in this section will affect these character traits. Will Felipe remain a kind and loving person despite the hardships he experiences? What other character traits describe Felipe? Share your ideas with a partner.

SL.9-10.1; SL.11-12.1

Read for Understanding

Read to find out what experiences have influenced Felipe’s character. As you read, write down what the text says explicitly and what inferences can be drawn from the text.

RL.9-10.1; RL.11-12.1

Literary Devices	
Flashbacks In writing <i>The Café on Dream Street</i> , the author uses flashbacks to add background information to help the reader understand the main events and the characters’ motivations. By understanding what the characters have experienced in the past, the reader can better understand the choices they make or why they want something. A character’s motivation helps drive the plot and can affect conflict and resolution. The flashbacks take place during Felipe’s childhood in El Salvador during the 1980s and provide an explanation and a backdrop to the current events in Felipe’s life.	Point of view The <i>Café on Dream Street</i> is told from the third-person omniscient point of view, a type of storytelling in which the narrator knows all of the thoughts and feelings of all the characters in the story. Because the author uses the third-person omniscient point of view, the reader knows more than the individual characters, which gives them a larger perspective of the action the reasons for each character’s actions. RL.9-10.5; RL.11-12.3

Word Study

- **burly** [bur-lee] adj. large in bodily size; stout; sturdy.
- **meander** [mee-an-der] v. to wander aimlessly; ramble, often in an indirect or winding course
- **nonchalantly** [non-shuh-lahnt-lee] adv. in an unconcerned, indifferent, or unexcited manner; casually
- **perusing** [puh-rooz-ing] v. scanning or browsing, reading in a leisurely way
- **putrefying** [pyoo-truh-fahy-ing] v. rotting or decaying with an offensive odor.
- **relentless** [ri-lent-lis] adj. mercilessly hard or strict, not easing or lightening up
- **vehemently** [vee-uh-muhnt-lee] adj. in a strongly emotional manner; ardently

L.9-10.4; L.11-12.4

Organize Your Ideas

Chapters 1–10 introduce many of the characters in the novel. As you read this section, focus on the actions and words of Felipe, Julia, Frank and Colin. What a character does and what a character says reveals a lot of information. They can help you understand what a character is like and how they feel. List words and phrases that reveal their character traits, using examples from the text.

	Character Traits	Examples from Text
Felipe		
Julia		
Frank		
Colin		

RH.9-10.7; RH.11-12.7

Discuss the Text

Think and Share

What are your initial feelings about Felipe? What details from the story influenced your feelings? How do his experiences compare with any you or someone you know has had? Discuss your thoughts with a partner.

SL.9-10.1; SL.11-12.1

Key Ideas and Details

1. How does Felipe's experience with the police set the stage for the rest of the book?
2. What do you think about Colin's relationship with his father? How does Colin's relationship with his father affect the decision he makes at the police station? Do you agree with the decision he makes?
3. Felipe goes against his mother's advice and decides to get medicine for his father. Do you agree with the decision he made? What would you have done? How does this decision affect events in the story?
4. What do you think motivates Frank's anti-immigrant mindset?
5. What do you learn about the current immigration situation from these chapters? How do you think this will impact Felipe's life?

RL.9-10.1; RL.11-12.1

Put Your Ideas in Writing

Write a few paragraphs analyzing Felipe and Frank. Focus on how their ambitions and dreams are shown through their actions and behavior. Are their approaches to achieving their dreams different? In what ways are they different?

W.9-10.3.D; W.11-12.3.D

Sharing Your Ideas

Discuss your own ambitions and dreams in your reading group. How might you achieve them? What obstacles might you face and how do you see overcoming them?

SL.9-10.1.C; SL.11-12.1.C

Cross-Curricular Activity

Make a drawing that conveys how you visualize Felipe's village in El Salvador. Make a second drawing of his neighborhood in Oakmont. Then compare the two.

RH.9-10.7; RH.11-12.7

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Chapters 11–20

Share and Reflect

Discuss an everyday situation in which a person might be judged unfairly. What things can interfere with making a fair judgment? Why might someone be treated or judged unfairly?
SL.9-10.1; SL.11-12.1

Read for Understanding

Read to find out how Felipe is judged by the American criminal justice system and how it affects his family.
RL.9-10.1; RL.11-12.1

Did You Know?

American citizens who are accused of a crime have the right to a trial by an impartial jury. Article 6 of the Bill of Rights guarantees this right. However, this law does not apply to undocumented immigrants.
RH.9-10.7; RH.11-12.7

Literary Devices

Conflict

In a story, conflict is the main obstacle or complication that characters face. Conflict can be internal, such as a struggle to decide what the moral or right choice is, or it can be external, such as a struggle with nature, a struggle within society, or a struggle against an outside force.

As you read chapters 11-20, find out how the conflicts introduced in the first section continues to affect the characters. Think about which characters have internal conflicts and which characters have external conflicts. What do the characters do to begin resolving those conflicts?

RL.9-10.5; RL.11-12.5

Word Study

- **amber** [am-ber] noun yellowish-brown
- **deluge** ['dɛljʊ:dʒ] v. overwhelm or overrun
- **exhilarated** [ig-zil-uh-reyt-ed] adj. to feel very happy and excited
- **furtive**-[fur-tiv] *adj.* secretive, characterized by stealth
- **sullen** [suhl-uhn] *adj.* unwilling to talk or be sociable; sulky; morose
- **sultry** [suhl-tree] *adj.* oppressively hot and humid
- **trudge** [truhj] v. to walk laboriously or wearily

RL.9-10.4, RL.11-12.4

Organize Your Ideas

In this section, Julia is forced to make some difficult decisions. What decisions does Julia make and what are the consequences and/or results of those decisions?

Julia's Decisions	Effects

RH.9-10.7; RH.11-12.7

Discuss the Text

Think and Share

As you followed the action in this section, which of the characters did you relate to the most? The least? Discuss your thoughts with a partner.

SL.9-10.1; SL.11-12.1

Key Ideas and Details

1. What situation occurs at the mall? Why is this incident important?
2. How does Julia attempt to help Felipe in this section?
3. What do you learn about Julia?
4. How does Felipe's behavior in the airport affect how you feel about him?
5. What does Colin learn his first day at St. Michael's? How do you think this will affect his relationship with his father?
6. How does Frank's meeting at the restaurant prepare you for future conflict?

RL.9-10.1; RL.11-12.1

Put Your Ideas in Writing

Julia leaves her children at home and takes a Greyhound bus to Arizona to find and help her husband. Write a few paragraphs stating your opinion about whether she did the right thing. How would you react if you were in her situation?

W.9-10.3.D; W.11-12.3.D

Sharing Your Ideas

In your reading group, discuss what characteristics determine how a person responds to a conflict. What difficult situations have you been in and how have you responded?

SL.9-10.1.C; SL.11-12.1.C

Cross-Curricular Activity

You are a news reporter who witnessed the events at the mall and at the police station. Write a news report or a graphic short story about what you observed that day.

RH.9-10.7; RH.11-12.7

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Chapters 21–30

Share and Reflect

How do people overcome immense obstacles? With a partner, discuss the character traits a person needs to help them overcome hardships. Think about the lives of people who have had to overcome obstacles. They might be people you know, historical figures, or characters in movies. What character traits were important in helping them succeed?

SL.9-10.1; SL.11-12.1

Read for Understanding

Read to find out how the different members of the Sanchez family choose to overcome the hardships in their lives.

RL.9-10.1; RL.11-12.1

Literary Devices

Cliffhanger

In a novel, a cliffhanger occurs when a chapter ends with a plot twist or a dramatic event that is left unresolved. This literary device leaves unanswered questions, creating suspense and ensuring that the reader will continue reading to find out what happens next.

RL.9-10.5; RL.11-12.5

Did You Know?

What is the difference between a documented and an undocumented immigrant? Legal immigrants are foreign-born people legally admitted to the United States. Undocumented immigrants, often described as illegal immigrants, are foreign-born people who do not have a valid visa or other immigration documentation because they entered the United States without inspection, stayed longer than their temporary visa permitted, or otherwise violated the terms under which they were admitted.

Some immigrants can get visas through the Green Card lottery, or the Diversity Immigrant Visa. The Diversity Immigrant Visa is only available to immigrants from countries with low immigration rates to the United States. Immigrants from countries that have sent more than fifty thousand immigrants to the United States in the past five years are not eligible to receive a Diversity Immigrant visa.

RH.9-10.4; RH.11-12.4

Word Study

- **textile** [teks-tahyl,-til] *adj.* of or relating to fabrics or the making of fabrics or clothing
- **brood** [brood] *v.* to dwell on a subject with persistence, mope, sulk
- **dappled** [dap-uhld] *adj.* spotted, speckled, multi-colored
- **facetiously** [fuh-see-shuhs-lee] *adv.* not meant to be taken seriously or literally; amusing, humorous
- **condescending** [kon-duh-sen-ding] *adj.* to interact with others in a way that implies that you're superior to them, patronizing
- **lacerated** [las-uh-rey-tid] *adj.* cut or wounded in a jagged manner.
- **languorous** [lang-ger-uhs] *adj.* characterized by a feeling of dreaminess and relaxation

RL.9-10.4; RL.11-12.4

Think and Share

If you could meet any of the characters in chapters 21–30, which of the characters would you choose to meet? Why? Share your thoughts with a partner.

SL.9-10.1; SL.11-12.1

Organize Your Ideas

After Felipe’s arrest, members of his family react differently and have different responses. As you read, complete the chart below showing how each family member responds and what kind of actions they do or do not take.

Character	Response	Action	Text Evidence
Julia			
Marisol			
Ricky			

RH.9-10.7; .RH.11-12.7

Key Ideas and Details

1. Felipe makes a major decision in this section. What motivates him to make this decision?
2. How does Felipe's decision affect how you view him? Do you think he made the right decision? Why or why not?
3. What decisions does Julia make regarding Ricky? How do Julia's decisions regarding Ricky help you understand how the American criminal justice system works?
4. Why does Marisol agree to go to Central Park with Colin?
5. Do you think Marisol makes the right decision when she goes to Central Park with Colin? Would you have made the same decision? Explain your reasoning.
6. How does Bonnie's fight with Frank affect Colin? How do you think this might affect his own relationship with his father?

RL.9-10.1; RL.11-12.1

Put Your Ideas in Writing

Julia returns from Arizona without Felipe. Imagine that you are Julia and have decided to write a letter to Immigration and Customs Enforcement (ICE) about your experience. Write a letter from Julia to Immigration officials indicating her feelings about Felipe's situation, her experience attempting to visit him, and the effect on her family.

W.9-10.3.D; W.11-12.3.D

Sharing Your Ideas

Family members influence each other in many ways. How does this statement apply to the Sullivan family? In your reading group, give examples from your own life or the lives of others to show how the behavior of one family member might affect the behavior of others in the family.

SL.9-10.1.C; SL.11-12.1.C

Cross-Curricular Activity

Research a group that immigrated in large numbers to the United States in the nineteenth or twentieth centuries. Make a presentation to your class comparing the treatment of this group with the current treatment of immigrants today.

RH.9-10.7; RH.11-12.7

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Chapters 31–40

Share and Reflect

What do you think characterizes a person who has courage?

What kind of situations call for courage?

SL.9-10.1; SL.11-12.1

Read for Understanding

Read to find out the different ways Felipe, Colin, Marisol, Julia and Bonnie show courage.

RL.9-10.1; RL.11-12.1

Literary Devices

Symbolism

Symbolism refers to a device in which a writer uses a physical object to represent an idea or a larger message. Animals are often used as symbols. Symbols can also be characters or events. For example, crows are often used as symbols of a bad omen, a sign of potential danger. In the poem, *The Raven*, by Edgar Allen Poe, the raven does not actually commit any evil acts, but its presence is a sign of evil, or danger to come.

RL.9-10.5; RL.11-12.5

Did You Know?

Although Frank is unhappy with immigrants coming to Oakmont, his own ancestors were also immigrants. Many Irish immigrants came to the United States during the 1800s to escape poverty and persecution in Ireland. Between 1845 and 1849, there was a potato famine that left many Irish people without food and adequate shelter. As a direct consequence of the famine, about one million people died and perhaps two million more eventually emigrated from the country. Many who survived suffered from malnutrition. Thousands did not survive the trip to America due to typhus, a disease that killed many people.

RH.9-10.7; RH.11-12.7

Word Study

- **tenuously** [ten-yoo-uhs- lee] *adv* cautiously, hesitantly
- **turbulent** [tur-byuh-luhnt] *adj* characterized by, or showing disturbance or disorder
- **scrutinizing** [skroot-n-ahyz-ing] *v.* to examine in detail with careful or critical attention.
- **saunter** [sawn-ter] *v.* to walk with a leisurely gait; stroll
- **indomitable** [in-dom-i-tuh-buhl] *adj.* difficult or impossible to defeat or subdue (usually pride or courage)
- **dubiously** [doo-bee-us-lee] *adv.* doubtfully, questioningly
- **tenement** [ten-uh-muhnt] *noun* a run-down and often overcrowded apartment house, especially in a poor section of a large city.
- **pensive** [pen-siv] thoughtfulness, usually marked by some sadness

RL.9-10.4; RL.11-12.4

Organize Your Ideas

Choose four characters in this section and show how they were courageous. Use an example from the text for each character.

Character	How Did They Show Courage?	Text Evidence

RH.9-10.7; RH.11-12.7

Think and Share

How does the relationship between Colin and Marisol cause each of them to change? How does the relationship influence Marisol? How does the relationship affect Colin?

SL.9-10.1; SL.11-12.1

Key Ideas and Details

1. How does Felipe react to the woman in the bar? What do you learn about Felipe from this encounter?
2. Who is Antonio and how does Julia respond to him? Why do you think she responds this way?
3. Who is Nana and why is her presence so important to Colin?
4. Why is there tension between Frank and Nana? Use text evidence to support your response.
5. Why does Colin decide to confront his father despite the consequences? What is his motive for doing this?
6. How does Colin's discussion with his father test his courage?

RL.9-10.1; RL.11-12.1

Put Your Ideas in Writing

Choose one of the following activities:

- Write a poem about courage.
- Write about a time that you faced a fear and explain why facing it was courageous.
- Interview a student or family member about a time they have been courageous. Write a summary of the interview.

W.9-10.3.D; W.11-12.3.D

Sharing Your Ideas

Colin and Marisol come from very different backgrounds, but they discover they have a lot in common. In your reading group, discuss what they have in common. How do their differences benefit their relationship? How are their differences problematic?

SL.9-10.1.C; SL.11-12.1.C

Cross-Curricular Activity

Create a wall of courage. Have each student write something they did that demonstrated courage and put it on the wall. Discuss the results.

RH.9-10.7; RH.11-12.7

The Café on Dream Street

Chapters 41–45

Share and Reflect

Discuss a time when you had to choose which side to support in an argument or a conflict. What factors helped you make your decision? Why?

SL.9-10.1; SL.11-12.1

Read for Understanding

Read to learn how Colin resolves his conflict between his relationship with his father and his personal values.

RL.9-10.1; RL.11-12.1

Literary Devices

Imagery

Imagery is a literary device that uses descriptive language to help the reader create a mental picture of the characters and the setting in the story. Imagery often appeals to the five senses, using language that describes what the characters see, smell, taste, touch or hear. Imagery may also describe a character's emotions or feelings. The use of imagery allows the reader to look more deeply at the world the character inhabits and builds a greater understanding of the story.

RL.9-10.5; RL.11-12.5

Word Study

- **mesquite** [me-skeet, mes-keet] noun a small tree or shrub found in the southwestern United States or Mexico that forms extensive thickets and is used as a livestock feed
- **circuitous** [ser-kyoo-i-tuhs] adj. roundabout; not direct
- **agility** [uh-jil-i-tee] noun the ability to move quickly and easily
- **cavernous** [kav-er-nuhs] adj. resembling a cave, especially one that is large and mostly underground.
- **feisty** [fahy-stee] adj. full of energy or courage; spirited; spunky; plucky
- **impudently** [im-pyuh-duhnt] adv. in a mischievous, cocky or disrespectful manner
- **mélange** [mey-lahnzh] noun a mixture

RL.9-10.4; RL.11-12.4

Organize Your Ideas

At the end of the book, Colin must make decisions that may affect his future. Name three problems that Colin had to face. What did he decide about each problem? Was the problem resolved? How?

Problem	Colin's Decision	Result

RH.9-10.7; RH.11-12.7

Think and Share

Colin's choices may have a major impact on his future plans. What might you have done if you had to make those choices?

SL.9-10.1; SL.11-12.1

Key Ideas and Details

1. What challenges does Felipe face as he gets closer to home?
2. What challenges does Colin face as he attempts to rectify his past mistakes?
3. How did the events at Marisol's graduation affect her? How did they affect Felipe?
Describe the emotions you experienced while reading this chapter.
4. How have events in the story impacted Frank? Does he change as a result? Why or why not?
5. How did the ending affect you? Why do you think the author ended the book this way?

RL.9-10.1; RL.11-12.1

Put Your Ideas in Writing

The author integrates several important messages in this book. What do you feel was the most important message the author shared? Why do you think the author wanted to share this message?

W.9-10.3.D; W.11-12.3.D

Sharing Your Ideas

In your reading group, discuss disagreements that teenagers in your community might have. Choose two possible conflicts that might arise. Discuss how these conflicts might affect your friendships and/or family relationships, and how you would respond to them.

SL.9-10.7; SL.11-12.7

Cross-Curricular Activity

The relationship between Marisol and Colin was intense, then ended abruptly, without chance for a discussion or a resolution. Compose a poem, a song, or a letter that they might write to each other sharing their feelings about the relationship.

RH.9-10.7; RH.11-12.7