

Nacho's Nachos: The Story Behind the World's Favorite Snack

written by Sandra Nickel

illustrated by Oliver Dominguez

About the Book

Genre: Biography

Format: Hardcover, \$10.95
8-1/2 x 10-1/2, 32 pages

ISBN: 9781620143698

Reading Level: Grade 4

Interest Level: Grades K-5

Guided Reading Level: O

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: History, Imagination, Inventors/Inventions, Latino/Hispanic/Mexican Interest, Mexico, Nonfiction, Occupations, Biography/Memoir, Cultural Diversity, Dreams and Aspirations, Food, Identity/Self Esteem/Confidence

Resources on the web:

leeandlow.com/books/nacho-s-nachos

SYNOPSIS

Ignacio Anaya was born in Mexico in 1895, and like a lot of Ignacios, he was nicknamed Nacho. Young Nacho loved to eat and cook, and when he grew up, he found a job in a restaurant. Eventually he became head waiter at the Victory Club, a popular restaurant in Piedras Negras, Mexico, right across the Rio Grande river from Eagle Pass, Texas.

One afternoon in 1940, during the Victory Club's quiet hours between lunch and dinner, Mamie Finan, a regular customer from the US, walked in with three friends. They wanted a snack—something new, something different. Nacho rushed to the kitchen and improvised with what was on hand: corn tortillas, Cheddar cheese, and jalapeño peppers. In that moment, Nacho's Special, the dish that later became known simply as nachos, was born!

Word of this delicious new snack spread quickly. Soon restaurants all over Mexico, the United States, and later the world, were serving nachos. Little did Nacho know that his name would one day be a household word around the globe!

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Afterword from Sandra Nickel

"Ignacio Anaya García was born in San Carlos, Chihuahua, Mexico, in 1895. He worked in restaurants in San Angelo, Texas, in the United States and in Ciudad Acuña, Chihuahua, before moving to Piedras Negras, Coahuila. Nacho served his first platter of Nacho's Special at the Victory Club in 1940. Many people came to Piedras Negras and tried the original nachos at Rodolfo's or Nacho's restaurant, including US President Lyndon B. Johnson, American actor John Wayne, and Mexican actors Cantinflas and Ricardo Montalbán. Nacho's famous invention was so popular, it spread around the world. Today people can order nachos at all types of restaurants, sports stadiums, movie theaters, and snack bars everywhere from New York to Tokyo and beyond. Sometimes beans, guacamole, sour cream, beef, and/or chicken are added. But the original Nacho's Special, as invented by Nacho, consists only of fried tortilla pieces with melted Cheddar cheese and strips of pickled jalapeños on top. Jalapeños were originally pickled whole or in strips and only later in rounds, as they are commonly seen today.

Mamie Finan was born in 1887 in Hillsboro, Texas. When she was sixteen, she moved to Mexico with her parents. She was married there, ranched with her husband, and survived outlaws surrounding their home. After her husband died, she moved to Eagle Pass, Texas, right across the border from the Victory Club, and began selling insurance.

Rodolfo de los Santos opened his first restaurant, El Moderno, when he was twenty-two years old. He used the money he earned to help support his mother, brothers, and sisters. Around 1939, he opened the Victory Club in Piedras Negras, where Nacho eventually worked for more than twenty years. Rodolfo was so grateful to Nacho for his many years of service, he gave Nacho kitchen equipment for his own new restaurant when the Victory Club closed.

Over time, the word Special was dropped from the name of the snack, as was the apostrophe in Nacho's. Most people around the world don't know that there was a real person—a man named Nacho—who created the popular dish. The city of Piedras Negras, however, never forgot. Every year around October 21, when International Day of the Nacho is celebrated, Piedras Negras throws a three-day Nacho Fest with music, games, and best of all, lots and lots of nachos."

Author's Note and Acknowledgments from Sandra Nickel

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Original Nachos Recipe from the Backmatter

Children will need adult help with this recipe.

5 fresh corn tortillas cut into quarters and fried, or 20 large corn tortilla chips

2 cups grated Cheddar cheese

20 pickled jalapeño pepper strips*

measuring cup

large baking sheet

measuring spoons

potholders or oven mitts

1. Preheat the oven to 450°F.
2. Spread out the chips in a single layer on the baking sheet.
3. Top each chip with a rounded tablespoon of cheese and one jalapeño strip.
4. Bake the prepared nachos in the preheated oven for 4 minutes or until the cheese is melted.
5. Use potholders or oven mitts to remove the nachos from the oven.
6. Let the nachos cool for 2 minutes. Then dig in and enjoy!

Makes five servings of four pieces each.

*Jalapeños are spicy chili peppers. If you cannot find pickled strips of jalapeños, use pickled rounds. And if spicy is not for you, try something milder, such as pickled banana peppers.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Have you ever eaten nachos? Where did you have them? What toppings were on the nachos? How would you make them if you could choose any toppings?
- What is your favorite snack? What kinds of snacks do you like to eat? What do you enjoy about them?
- Have you ever made your own unique snack? How did you come up with the idea for this snack? How do you make your snack? What's different about it?
- What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
- Was there ever a time where you solved a problem creatively? What did you do? Why did you have to solve that problem? How did you think quickly?
- Was there a time when you took a chance on something? What did you do? What was the end result? Was it worth taking the chance? How are taking chances important in your life?
- Why is hard work important? What does it mean to be a "hard worker"? What are some personality traits and characteristics that make a person a hard worker?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title and subtitle of the book, *Nacho's Nachos: The Story Behind the World's Favorite Snack*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Sandra Nickel's Biography:** Read about Sandra Nickel on the jacket back flap as well as on her website [sandranickel.com](https://www.sandranickel.com). Encourage students to think about what it was like to write a children's book, and what might have been her inspiration for writing *Nacho's Nachos: The Story Behind the World's Favorite Snack*.
- **Read Oliver Dominguez's Biography:** Read about Oliver Dominguez on the jacket back flap as well as on his website <http://cargocollective.com/oliverdominguez>. Have students look at his illustrations for other books and compare and contrast his style across books. How are his illustrations among the books similar? How are they different? Does it seem like the subject matter of a book influences the style of his illustrations? Why do you think so?

- Encourage students to stop and jot down in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear a new word.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Ignacio (Nacho) Anaya's childhood influenced his love of cooking and career in the restaurant industry.
- why Nacho was beloved by customers at the places where he worked.
- how Nacho's hard work and determination was rewarded throughout his life.
- how Nacho demonstrated problem solving skills and creativity when he was asked to make a snack that was "different."
- why nachos are a dish consumed around the world.

Encourage students to consider why the author, Sandra Nickel, would want to share with young people this story about Ignacio (Nacho) Anaya and his beloved snack.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

Mexico, Ignacio Anaya, Nacho, foster mother, quesadilla, corn tortillas, Piedras Negras, Rodolfo de los Santos, Rio Grande, Eagle Pass, Texas, Club Victoria, Mamie Finan, jalapeño, crepes, waiter, executive chef, guacamole, Nacho's

Academic

willing, specialties, scrumptious, spectacular, promoted

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Where was Ignacio Anaya born?
2. What was Ignacio's nickname?
3. Who did Nacho live with? Why did he live with that person?
4. What did Nacho's foster mother make for him? How did she inspire him?
5. Where did Nacho work when he grew up? How did he make the diners feel?
6. Who heard about Nacho's work in restaurants? What was that person opening?
7. Who did Nacho impress? Why was she important?
8. What did Mamie Finan ask Nacho to do one afternoon?
9. How did Nacho come up with the idea for Mamie's snack?
10. How did Nacho make the snack? What ingredients did he use?
11. What did Nacho call the snack? What did Mamie and her friends think of it?
12. Why did Rodolfo de los Santos promote Nacho? What was his new role? What else did Rodolfo do to honor Nacho's hard work?
13. Where did the knowledge about nachos spread?
14. What happened after the Victory Club closed? What did Nacho do?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Nacho's Nachos: The Story Behind the World's Favorite Snack* mean to you after reading the book? Why do you think the author chose this particular title?
2. How was Nacho skilled in the kitchen at an early age? What were some of the things Nacho did that prepared himself for a career in the restaurant industry?
3. Why did people recognize Nacho in the restaurants where he worked? How do you think that affected his success? Why is it important to be kind to others?

4. Nacho famously stated, "I didn't know how popular [nachos] were going to become. . . . Now they've got them as far away as Chicago and Saudi Arabia." Why do you think nachos are so popular? How did Nacho's snack become well known across the world? Why do you think people traveled to Piedras Negras to try them?
5. How did Nacho use his creativity in the kitchen to think quickly and come up with the idea for his new snack? Have you ever solved a problem quickly? What did you have to do? What was the final result?
6. How would you describe Nacho to a person who had never heard of him? What are some of the qualities you would highlight? How would you describe the story of how nachos came to be to a friend?
7. Sandra Nickel writes, "Nacho made people smile when he served them as a waiter. But their smiles were even bigger when they ate Nacho's cooking." How do these statements reflect who Nacho was as a person?
8. Explore the structure of this text. Does the story describe events chronologically, as comparison, cause and effect, or problems and solutions? Why do you think the author structured the text the way she did? How does this story compare to other biographies you have read?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought you have after reading this book? Think about Nacho's dedication to his customers and cooking. What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think is Sandra Nickel's message to the reader? Think about possible motivations behind Sandra Nickel's intentions for writing the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kinds of connections did you make from this book to your own life? What do Nacho's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Nacho's Nachos: The Story Behind the World's Favorite Snack*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between this book and what you have seen in the world, such as online, on television, or in a newspaper? Why did this book make you think of that?
6. What does creativity mean to you after reading? After reading *Nacho's Nachos: The Story Behind the World's Favorite Snack*, what does creative problem-solving mean to you? Why?

How did Nacho use his resources and imagination to create a dish that became so popular?

7. What does kindness and hard work mean to you after reading? How did Nacho's dedication and treatment of his customers affect his success? How might Nacho inspire you in your own life?
8. How has a family member or other close person impacted your life? Nacho's foster mother inspired him to cook. Have you had a teacher or other person who really changed your life? What were some things that teacher or person did that were significant to you?
9. Why is Nacho's story important to learn about? Will you think of the snack, nachos, differently now? Why?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how they solved a problem creatively like Nacho and what was the final result.
5. Have students tell about their favorite snack, how to make it, and what they love about it.
6. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Nacho's parents died when he was a young boy and he was raised by a foster mother. How do you think this affected the rest of his life? Do you think this inspired his kindness to others? Why or why not?
2. Which illustration in *Nacho's Nachos: The Story Behind the World's Favorite Snack* best shows an emotion? Explain which emotion you think it shows. How does the image portray that emotion?
3. Nacho was beloved by his customers, coworkers, and boss. What were some of his personality traits that made him so likable? Why are these characteristics important? Create a wordcloud (<https://www.wordclouds.com/>) and discuss which words were the most commonly used to describe Nacho and why.
4. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance, and so on. Illustrate or act out what that emotion looks like in *Nacho's Nachos: The Story Behind the World's Favorite Snack*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Complete a genre study on biographies, focusing on individuals who worked as chefs or made a career in cooking.** Lee & Low titles include *George Crum and the Saratoga Chip* (leeandlow.com/books/george-crum-and-the-saratoga-chip) and *Hiromi's Hands* (leeandlow.com/books/hiromi-s-hands). Use a graphic organizer to compare and contrast Nacho Anaya, George Crum, and Hiromi Suzuki. How did these individuals get started in cooking? Why were they passionate about their food? What foods were at the center of each story? What were some problems the characters encountered during their careers? How were they creative in their work? How did they demonstrate determination and patience? Students can discuss their findings and then write an essay about what they learned from conducting this study.
- **Conduct a “how-to” unit featuring students’ favorite snacks. Have students write about their favorite snack and how to make them.** Use an example model (such as making a peanut butter sandwich) and display it on chart paper for students to refer to. Students can think about the following: what are the most critical instructions? How do I write the directions so people will know exactly how to make my snack? What makes an effective how-to writing piece? ReadWriteThink has a lesson plan for more information about how-to writing (<http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html>). After students are finished with the writing portion, have them accompany their pieces with illustrations or pieces of artwork. If possible, have students bring in the ingredients to make their snacks and let students follow the step-by-step instructions from their how-to pieces.
- **Have students come up with a list of questions to ask author Sandra Nickel.** What do students want to know about the process behind writing a children’s book? How did the author come up with the idea to write *Nacho's Nachos: The Story Behind the World's Favorite Snack*? What research did she do? Consider contacting Sandra Nickel and inviting her to your school, library, or other relevant setting for an in-person or a virtual author visit (sandranel.com).
- **Create a menu of dishes for Nacho's based on the foods that are popular in Piedras Negras.** Each dish on the menu should be accompanied by a description and an illustration or photograph. Encourage students to use a variety of fun and bold adjectives in

their descriptions. Have students work with a partner or in small group, and then share their menus with the whole class and display them for all students to see. Students can look online at menus from restaurants in their communities for ideas about how to describe and list items on a menu.

- **Write a restaurant review of Nacho's.** Students can read restaurant reviews from their local newspaper or online review sites to find out the kind of information a review includes. What are the most important and helpful points in a review? What are the least helpful? After students conduct their research, have them write a fictional review of Nacho's.
- **Have students listen to Sandra Nickel's interview about creating *Nacho's Nachos: The Story Behind the World's Favorite Snack* at Teachingbooks.net** (<https://forum.teachingbooks.net/2020/07/sandra-nickel-on-nachos-nachos/>). What did students learn about her process to create *Nacho's Nachos: The Story Behind the World's Favorite Snack*? What did they find out about Nacho that they hadn't learned from the book? Students can write their reactions in an essay.
- **Students may write a piece about a food dish that's meaningful to them.** When he was creating his new snack, Nacho remembered the quesadillas his foster mother made for him as a young. Are there foods that students enjoy that their family members or friends make? Do they like to cook with them? Students can write a small moment piece or another reflection on making this particular food with their family and how it's important to them. If possible, students can bring in the dishes for everyone to try.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Encourage students to select a resource from the "Author's Sources" section at the back of *Nacho's Nachos: The Story Behind the World's Favorite Snack*.** Students can examine the piece, whether it's a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this information and how it helped develop the text. Have students consider what kind of resource it is, how they know it contains accurate and correct information, and why research is critical in developing a book. The Library of Congress has a lesson plan for further information about teaching students about using primary sources (<http://www.loc.gov/teachers/usingprimarysources/>).
- **Learn about additional dishes from Mexico and their history.** Learn about popular foods in in different regions of Mexico and what kinds of ingredients are needed for those particular dishes. How does geography affect the local fruits, vegetables, and other ingredients needed for popular dishes? (<https://www.picos.net/the-seven-regions-of-mexican-cuisine/>). Have students find out more information about the history of popular Mexican dishes (<https://www.thedailymeal.com/eat/mexican-food-history-dishes-invented/slide-11>).
- **Have students research other famous Mexican chefs. What dishes are they known for?** How did they get started in the food industry? What kind of success have they

experienced? How do their lives compare to Nacho's? Students can share their findings in a visual presentation of their choosing, with photographs and other documentation (<https://www.foodandwine.com/travel/restaurants/meet-10-best-mexican-chefs-in-united-states-right-now>).

- **The Victory Club was located in Piedras Negras, Mexico, right across the border from the United States.** Have students research the history of the Mexico-United States border. When was it created? What have been issues in the past? Why has it been controversial in past years? (<https://www.history.com/news/everything-you-need-to-know-about-the-mexico-united-states-border>, <https://www.history.com/news/mexico-border-wall-military-facts>) The New York Times also has a lesson plan dedicated to teaching about the border and its symbolism and politics (<https://www.nytimes.com/2019/01/06/learning/lesson-plans/border-wall-lesson-plan.html>). Have students share their findings in a visual presentation format of their choosing.

Art, Media & Music

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Google Doodle came up with an illustration to honor Nacho Anaya's birthday** (<https://time.com/5652911/google-doodle-nachos-ignacio-anaya-garcia/>). Have students create their own doodle inspired by *Nacho's Nachos: The Story Behind the World's Favorite Snack*. What would they want to include on the Google homepage? What are important details to include in a small illustration about Nacho? What did they learn about Nacho from the story that they want to use in their artwork? Display the doodles for the entire class.
- **Consider having students come up with questions to interview the illustrator Oliver Dominguez.** What is his process behind creating the illustrations for a children's book? What medium did he use to create the illustrations? Why? What was it like to work on *Nacho's Nachos: The Story Behind the World's Favorite Snack*? Consider contacting Oliver Dominguez a virtual or an in-person visit (<https://oliverdominguezart.com/about>).
- **Encourage students to select the illustration from *Nacho's Nachos: The Story Behind the World's Favorite Snack* that resonated with them the most.** Have students write a reflection about the illustrations chosen. What stood out to them? How did their illustrations make them feel? What did the illustrations make them think about?

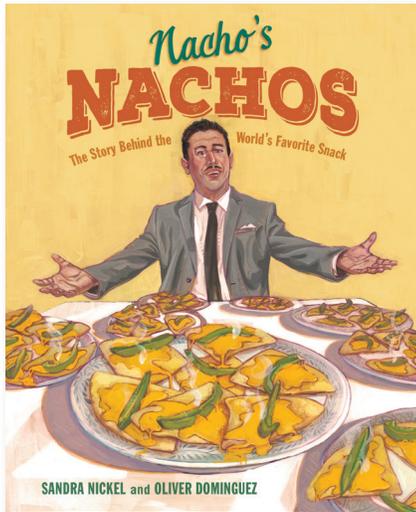
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **For additional activities to use with *Nacho's Nachos: The Story Behind the World's Favorite Snack*, see the Story Time Activity Kit** (https://www.leeandlow.com/uploads/loaded_document/855/Story_Time_Activities_Nachos.pdf). Students can illustrate their own nachos and the ingredients they would use. Nacho Anaya's recipe is also included if families want to try recreating the original version of the snack at home.
- **Ask students to interview family members about foods that are special to them.** What foods do they remember from childhood? When and how did they make them? Why are the foods important to them? Students can share their findings with a partner, small group, or whole class.
- **Students can read another book on food and cooking with their families and talk about how it compares with *Nacho's Nachos: The Story Behind the World's Favorite Snack*.** A few Lee & Low titles include *Hot Hot Roti for Dada-ji* (<https://www.leeandlow.com/books/hot-hot-roti-for-dada-ji>), *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>), *Auntie Yang's Great Soybean Picnic* (<https://www.leeandlow.com/books/auntieyang-s-great-soybean-picnic>), *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>) and *Where on Earth is My Bagel?* (<https://www.leeandlow.com/books/where-on-earth-is-my-bagel>). Students can check out these books at their local or school library.



Ordering Information

General Order Information:
leeandlow.com/contact/ordering

Secure Online Ordering:
leeandlow.com/books/nacho-snachos

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:
 Lee & Low Books, 95 Madison Avenue,
 New York, NY 10016

ABOUT THE AUTHOR

Sandra Nickel makes her children's book debut with *Nacho's Nachos*. She says that story ideas are everywhere; you just have to reach out and grab them. She is a two-time winner of the Hunger Mountain Katherine Patterson Prize for YA and Children's Writing in the picture book category. A native of Kansas, Nickel now lives in Chexbres, Switzerland, where she blogs about children's book writers and illustrators at whatwason.com. You can also find her online at sandranickel.com and @senickel.

ABOUT THE ILLUSTRATOR

Oliver Dominguez is a freelance illustrator in the summer and during the rest of the year he works as a professor of illustration at Ringling College of Art and Design. Dominguez's inspirations for his illustrations come from contemporary artists, photography, history books—just about everything and anything. He has a special fondness for historical fashion, knowing the story behind what people used to wear and why. Dominguez and his family live in Cape Coral, Florida. You can visit him online at cargocollective.com/oliverdominguez and @oliverdominguezart.

REVIEWS

"Nickel's homage to this congenial, hardworking man and his renowned snack is a celebration of ingenuity and kismet." —*Kirkus Reviews*, **starred review**

"This tale of the humble origins of nachos, bolstered by vivid and period-specific illustrations, will whisk young readers away to a different time and place." —*Booklist*

"This is a cheerfully told story that gives a quick glimpse of the border-crossing culture of the era and due credit to the restaurant owner who respected and encouraged Anaya without diminishing the glory of Nacho's creation." —*The Bulletin of the Center of Children's Books*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.