

What are major plot points? In what ways does the plot reinforce or interrupt dominant or stereotypical ways of thinking about race or racism?

- The beginning introduces Mateo as someone who loves theater, and gets told by a white man that he will not get the role because he is "too ethnic" (Aleman 4).
  - We immediately encounter racial stereotyping in this scene as the white actor supports Adam's acting credentials, who is also white, while immediately shutting down Matt's prospects for the sole purpose of his ethnic identity. This emphasizes whiteness in the fine arts industry.
- ICE visits their family's bodega in search of their father
- After they think everything is okay, ICE ends up taking both the mother and father and detaining them in separate locations
- Mateo thus assumes responsibility of his sister, the bodega, their apartment, and his own personal emotions regarding the situation
  - He neglects to tell his closest friends about his family situation.
  - This reinforces the stereotypical idea that being undocumented is something to be ashamed about.
  - Another stereotype that is apparent is the machismo role, where Mateo feels that he must fulfill these roles due to his cultural identity

What is the racial context in which you are reading this text--either in terms of social climate or our class context? What social issues or current events are pertinent? What are the racial dynamics of your classroom environment? How does this context impact your reading of the novel?

- We continue to live in a country where ICE is a big issue and immigrant rights are a constant debate. However, the conversation seems to have died down since Trump has left office. This is problematic because the issue remains the same and it needs as much, if not more, attention as it had during his presidency.
- Our classroom environment is predominantly white non-immigrants
  - Within this context, most of us approach the novel unable to relate to the story personally, but nonetheless hoping to learn from the novel so we can better connect to our future students who may relate to this situation. In a greater scope of things, we also hope to learn about those

who suffer from threats of deportation so we can increase our socially just knowledge and perspective

What is your racial identity? How does your racial identity shape your reading of this text?

- Livi- white but the child of immigrants, have felt the fear of ICE and worries about citizenship but her family is shielded by their whiteness, don't face suspicion like Mateo's family does
- Julie: latine but white-passing, passing as white has been a shield bc it's not a concern, has an immigrant father, has no idea of his immigration status so him being deported is a concern. Can understand having a missing parent bc of father leaving.
- Savannah: white, non-immigrant. Cannot personally relate to the story but using the story as a window to learn more about Mexican culture and struggles. Parent voluntarily left. Can understand that struggle.
- Lili: white, non-immigrant, cannot personally relate to the subject matter, but viewing the story as a window to learn more about the plight of undocumented peoples as well as the both relevant and active threat of ICE

What we learned about the text and ourselves:

- 3 of us in the group were able to recognize some sort of connection to the situation in the novel, whether that be from a racial standpoint or not.
  - Our group worked together to acknowledge such nuances that we may not have realized had we not discussed the novel as a group
- The text is also intersectional as a whole as it is depicting a gay, Mexican teenage boy experiencing all of the implications that exist around this identity
- We are ultimately gaining an understanding of someone offering a firsthand account of their fear of ICE and its impact on their family