

6th grade ELA Unit: **ESPERANZA RISING**

A Novel by Pam Muñoz Ryan



STUDENT BOOKLET

PERIOD: _____

NAME: _____





ESSENTIAL QUESTIONS

How do our experiences cause us to change and grow?

How can we effectively bring about change when faced with injustice in society?

What separates or segregates people from one another? What brings them together?

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Esperanza Rising Anticipation Guide

Resource 1.1

Answer the following according to what you honestly feel is true; this is based on your beliefs and will not be graded as right or wrong.

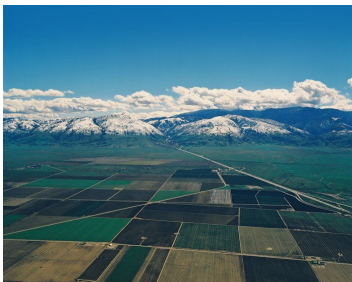
Statement	Agree? Disagree?	Explain in 2-3 sentences why you feel this way.
People's lives don't change very much when they move to a different country.		
He who falls today may rise tomorrow.		
The rich person is richer when he becomes poor, than the poor person when he becomes rich.		
It is difficult for rich people and poor people to develop good friendships.		
Home is where the heart is.		
Everyone has a right to be successful.		
Events in the world can affect how we live our lives.		
Deportation is alright in certain circumstances.		
I am old enough to have a job to support my family.		
It's ok to treat someone differently if they are different from you.		
The rights of workers are often in conflict with the need of employers to make money.		

Digital survey can be accessed using Kahoot:

<https://play.kahoot.it/#/k/333710c8-bb67-4d14-996a-2b6ccc5209c1>

GALLERY WALK - Respond to each image or quote by recording:

- Any connections you can make to information you already know
- What you observe
- Anything you may be able to figure out by studying the image or quote
- Any questions you may have
- Any predictions you have about the novel



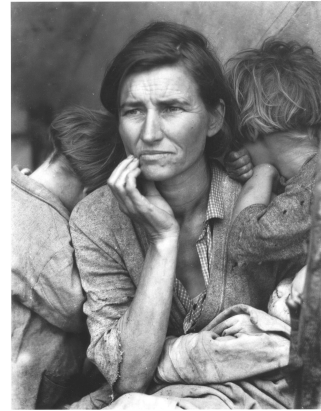



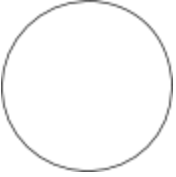




Photo Caption Activity

After you have completed the gallery walk, you should select one photograph that you feel is the most striking to you. If your teacher allows, you can find a photograph of the historical setting (1930s Aguascalientes, Mexico or San Joaquin Valley, CA) on your own. Then, create a caption as you would on instagram or snapchat. Your caption should correctly describe what is happening in the picture. You must include relevant hashtags that sum up the ideas, thoughts, or feelings represented in the photograph. You should print out the photo and glue it directly onto the template or you can draw it.

Snapchat template:

The template is a large rectangle divided into three horizontal sections. The top section contains a yellow Snapchat ghost logo with a dotted border, a hand-drawn '4x' and a crescent moon in the top left, and a hand-drawn camera icon in the top right. The middle section is a wide, empty horizontal bar. The bottom section contains a hand-drawn speech bubble icon in the bottom left, a hand-drawn circle in the bottom center, and a hand-drawn camera icon in the bottom right.

Instagram template:

<h1>Instagram</h1>		
		
		
		
	likes	

Prezi Topic: _____

Essential Question: *How does building background knowledge help us comprehend and analyze a literary work?*

Important Facts and Details	Why is this important?	Personal Response
1.	This reveals...	This made me feel...
2.		
3.		
4.		I wonder...
5.	I learned...	
6.		
7.		I believe...
8.	This is relevant to society because...	
9.		I predict the novel will be about...
10.		

AVID Concept Map Organizer

Resource 1.5

Directions: Take notes on your peers' concept maps. These are key concepts that are important to your understanding of the novel.

Key Concept	Definition	Synonym	Antonym	Sentence
CULTURE				
PERSEVERANCE				
SOCIAL CLASS				
IMMIGRATION				
STRIKES				
LABOR UNIONS				
MIGRANT				
OKIES				
PREJUDICE				

1924 p. 1-3



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because... |
|---|--|--|

Proverb: “He who falls today may rise tomorrow.” (Preface)

What do you think this proverb *really* means? Have you ever seen an example of this in real life?

Proverb: “Wait a little while and the fruit will fall into your hand.”
-Papa (p. 2)

What do you think this proverb *really* means? Can you think of an example of this in real life?

Literary Device:
Simile
“Then, like a caterpillar, she slowly inched flat next to him...”
(p. 2)

The author could have compared Esperanza to anything. Why do you think she chose to compare Esperanza to a caterpillar?

Resource 2.1

Significance of the title: The title of this chapter is called “1924.” Based on information presented in your class about the time period and setting of the story, what was happening during the 1920s in Mexico? What social class or type of work do you think Esperanza’s family was a part of?

Las Uvas

Grapes p. 4-22



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

- | | | |
|--|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> This quote reveals...<input type="checkbox"/> This reminds me of...<input type="checkbox"/> I want to know more about...because....<input type="checkbox"/> The author is trying to...<input type="checkbox"/> This quote describes...<input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"><input type="checkbox"/> This is significance because...<input type="checkbox"/> My interpretation of this is...<input type="checkbox"/> I agree or disagree because...<input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"><input type="checkbox"/> I like the way the author demonstrates...<input type="checkbox"/> I was confused by...<input type="checkbox"/> A question I have is....<input type="checkbox"/> I learned...<input type="checkbox"/> This surprised me because... |
|--|---|--|

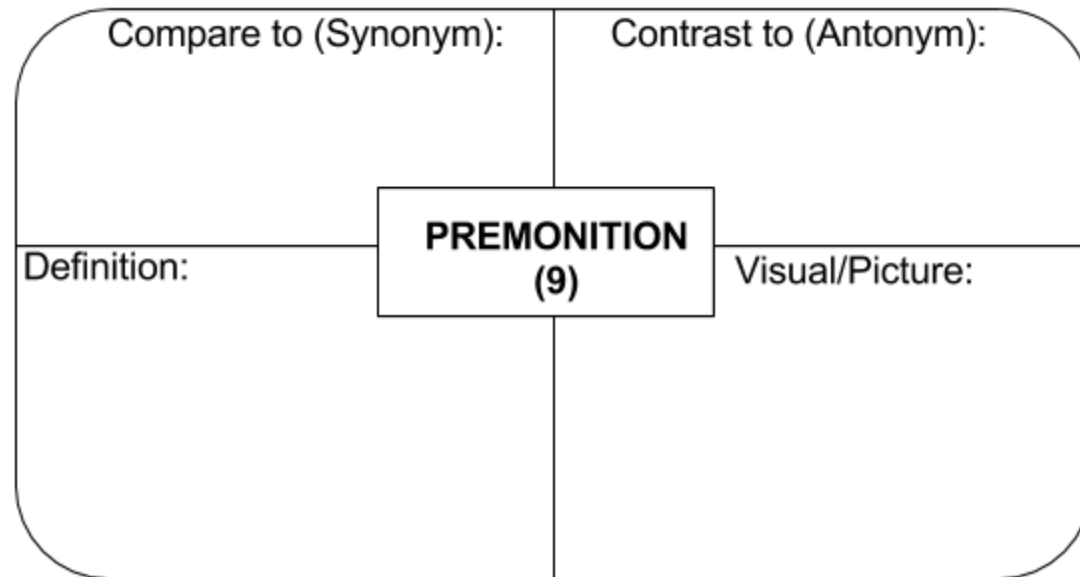
Proverb: “There is no rose without thorns.” - Abuelita (p. 14)

What do you think this proverb *really* means? **After finishing the chapter**, explain how this quote relates to Esperanza’s life.

Literary Device:
Foreshadowing “She bent over to pick a red bloom, fully opened, and pricked her finger on a vicious thorn. Big pearls of blood pulsed from the tip of her thumb and she automatically thought, “bad luck.” (p. 8)

After finishing the chapter, explain how this event **foreshadows** the tragedy in Esperanza’s family.

Concept Word: Complete the concept map below on the key word from the chapter.



Significance of the title: Esperanza's father owns a vineyard, which is a farm where grapes are grown. In this chapter, the author states, "When the grapes delivered their harvest, she always turned another year," which means that the harvesting of grapes marks the passage of time in Esperanza's life. **Why do you think that "Las uvas" or "grapes" is the title for this chapter?**

Hint: How do grapes change, or what can grapes change into over time? What do you think the author is trying to say will happen to Esperanza over time?

Characterization Matrix: Esperanza at the *Beginning* of the Novel

DIRECTIONS: With a partner, find examples of direct and indirect characterization for **Esperanza** from the text. Copy those examples into the "Evidence" column then indicate what trait is shown in the "Trait" column and cite the page number.

	Traits	Evidence
Direct Characterization		

Indirect Characterization (T.A.B.L.E.S.)

<u>T</u>houghts and Emotions		
<u>A</u>ctions		
<u>B</u>ackground		
<u>L</u>ooks		
<u>E</u>ffect on Others		
<u>S</u>peech		

WebQuest Topic: _____

Website: _____

Essential Question: How will an understanding of past events help us understand the current social issues in America?

Important Facts and Details	Why is this important?	Personal Response
1.	This reveals...	This made me feel...
2.		
3.		
4.	I learned...	I wonder...
5.		
6.		I believe...
7.	This is relevant to society because...	
8.		I predict the novel will be about...
9.		
10.		

Literary Devices

Foreshadowing: When the author gives a hint about something that will happen

Example: The children saw the sign that said, "Danger! Do not enter!" but they went inside the abandoned building anyway.

Imagery: When an author uses words that help the reader imagine an experience through the five senses: sight, hearing, taste, smell, and touch

Example: The classroom was in perfect order. The desks were aligned in neat rows, and the backpack were perfectly hung on hooks in the back of the room. Everywhere you looked students were working busily, and you could hear the sound of pencils moving against paper.

Metaphor: When two unlike things are compared

Example: The classroom was a beehive of activity.

Personification: When human characteristics are given to something non-human

Example: The waves crashed angrily against the shore.

Simile: When two unlike things are compared using like, as, than, seems or resembles

Example: The classroom was as busy as a beehive.

Symbolism: The use of an object (a thing), person, situation, or word to represent something else

Example: His heart pounded in his chest, and at that moment he knew it had been broken.



Close Reading Annotation Symbols



This is an important detail or fact.

Resource 3.7



This word is important.



I have a question about this.



This is interesting or surprising.



I have a connection.



This is my evidence.



This is my favorite part.



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Mexico: Government and Revolution

From the years 1846 to 1911, Mexico was ruled by a dictator named Porfirio Díaz. In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Díaz. This was called the Mexican Revolution. Workers fought for many reasons. They wanted fair pay, equal rights, and to have better opportunities for their families. The Mexican Revolution was a long and deadly war for the Mexican people. But the outcome changed much in their society. For example, the Mexican Constitution was written during this period, in 1917. This constitution outlined the rules that the government must follow. It also gave all people of Mexico rights, regardless of whether they were workers or landowners.

Mexico's Neighbor to the North

During the Mexican-American War (1846–1848), Mexico lost nearly half its territory to the U.S. Within two years, the United States had captured Mexico City and won the war. Mexico was forced to sell its northern territories, including Texas and what are now the states of California, Arizona, and New Mexico, to the U.S. for only eighteen million dollars. This was a very low price to pay for the amount of rich land the United States was getting from Mexico. Because of this, the U.S. and Mexico had very bad relations for many years after the war.

Mexico: Rich versus Poor

Throughout Mexico's history, there have been small villages in the countryside. For generations families have lived and worked on the farms that surrounded these villages. The families who worked the land did not own any part of the farms. This meant that they did not make very much money, because they were paid low wages to work for the landowners. In fact, more than 70 percent of Mexico's population in the 1920s was extremely poor.

Las Papayas

Papayas p. 23-38



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
---	--	--

Quote: “ Her heart felt so big and hurt so much that it crowded out her voice.” (p.28)

Explain the grief Esperanza and her family are feeling. Have you experienced this in your life?

Literary Devices:

Personification/Symbolism

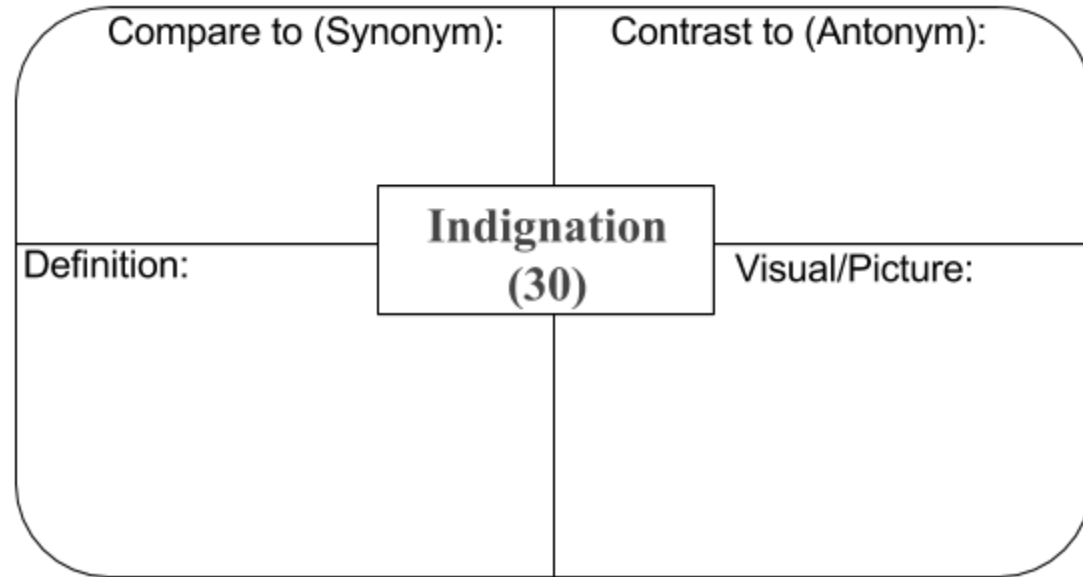
“An awkward silence built a wall between them.” (p. 37)

Symbolism

“You were right, Esperanza. In Mexico we stand on different sides of the river.” -Miguel (p. 37)

How does the author use personification and symbolism to show the divisions that people create between themselves? Why do you think the author chose to use a **wall** and a **river** as symbols for the division between Esperanza and Miguel?

Concept Word: Complete the concept map below on the key word from the chapter.

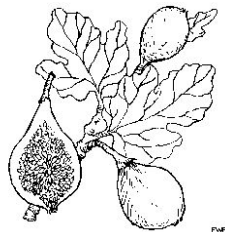


Significance of the title: In this chapter, Señor Rodríguez comes to deliver the papayas for Esperanza’s birthday celebration since “papaya, coconut, and lime salad was Esperanza’s favorite and Hortensia made it every year on her birthday” (25). Papayas are very fragrant fruits that transform from green to orange when they ripen, and they give off a very strong and sweet smell. At the end of the chapter, we find that the papayas are left out in the courtyard and “their overripe sweetness now pervaded the air with each breath of wind” (38). The author also explains how Esperanza “took a deep breath, still smelling the papayas and Papa’s sweet intentions” (38) as she tries to fall asleep at night. **Why do you think the author chose to connect the birthday papayas to Esperanza’s father’s “sweet intentions”?**

Hint: Intentions refer to what is originally planned. It could end up being different than what actually happens.

Los Higos

Figs p. 39-57



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
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Proverb: “We are like the phoenix,” said Abuelita. “Rising again, with a new life ahead of us.” (p. 50)

Make a prediction. How do you think Esperanza’s family will be like the phoenix?

Literary Device:
Metaphor
 “Look at the zigzag of the blankets. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again. After you have lived many mountains and valleys, we will be together.”
 -Abuelita (p. 51)

The author uses a metaphor comparing life to the zigzag pattern of mountains and valleys. What do you think these mountains and valleys represent?

**Literary Devices:
Personification, Simile, and
Imagery**

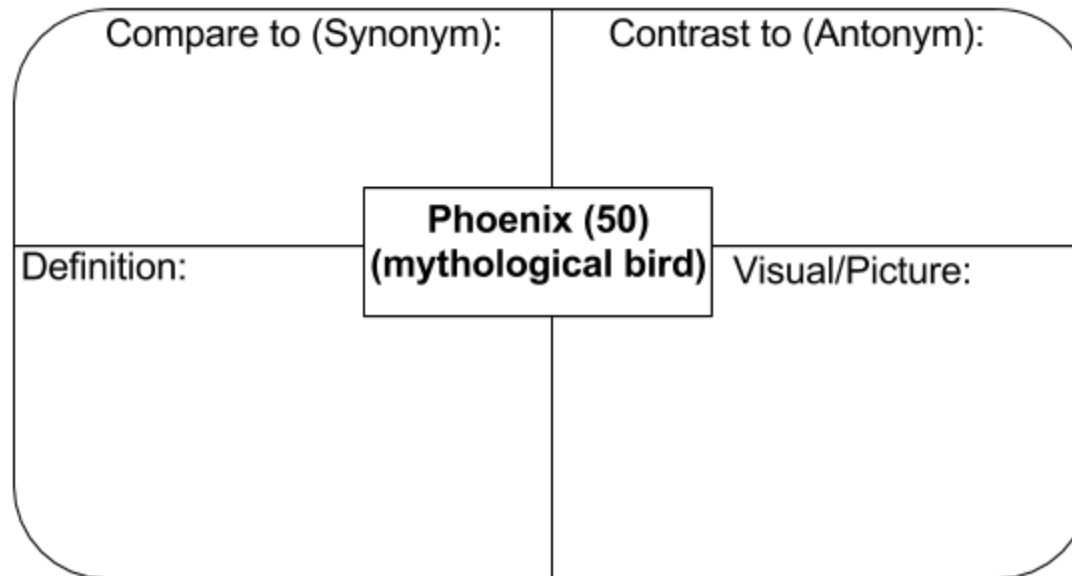
“The fire’s anger could not be contained. It spread to the grapes. The flames ran along the deliberate rows of the vines, like long curved fingers reaching for the horizon, lighting the night sky.” (p. 42)

Underline the sentence from the quote uses personification. *Personification is when human characteristics are given to something non-human.*

Circle the part of the quote that is a simile. *A simile is when two unlike things are compared using like, as, than, seems or resembles.*

In your opinion, which part of the quote has the strongest imagery, or creates the most powerful image in your mind? *Imagery is when an author uses words that help the reader imagine an experience.*

Concept Word: Complete the concept map below on the key word from the chapter.



Significance of the title: In many cultures, figs represent peace and plenty. Señor Rodríguez brings figs in a basket every night to help the family with their secret plan to move to America (53). Why do you think the author chose to fill Señor Rodríguez’s basket with figs instead of another type of fruit? What ideas do you think the figs represent or symbolize in this chapter?

Literature Circle Roles

Directions:

Throughout your reading of *Esperanza Rising*, you will meet with your peers in groups of four to discuss different parts of the novel. Below are the roles you are responsible for during your reading conversation. You will take turns rotating through the roles so that each time you meet you will have a different task for your conversation. Keep track of your meetings by taking notes on your group discussion sheet.



Discussion Director

1. Lead the group's discussion in 2-3 questions:
 - a. *Why do you think...?*
 - b. *What did _____ mean to you?*
 - c. *How do you feel about...?*
2. Choose who will start & what order people will share and ask extra questions to keep the discussion going:
 - a. *What are your thoughts?*
 - b. *Do you have any ideas to add?*
3. Make sure everyone is on task.



Connector

1. Make connections between the book & your life.
 - a. *Text to self: A connection I made to life was...*
 - b. *Text to text : A connection to a book/movie/song I made was...*
 - c. *Text to world: A connection to something happening in the world I made was...*
2. Ask your group members to share their own connections.



Visualizer

1. Visualizing means picturing something in your head.
2. You may:
 - a. *Draw a picture* of a scene or character in the book
 - b. *Share a part of the book* where the author really painted a picture in your head.
 - c. *Write down good words* that helped you visualize.



Predictor

1. Make a prediction about what will happen next.
2. Make inferences about characters & events.
 - a. *Explain WHY* you are making this prediction or inference.

*Literature Circles for this novel should occur every 4-5 chapters.

Group Discussion Sheet Meeting #1

Chapter 1-4: pg 1-57 Date: _____

Names of Group Member:	Meeting #1 Role Assignment:
1.	Discussion Director
2.	Connector
3.	Visualizer
4.	Predictor

Directions: Prepare your **notes** for your discussion below.

My role today is _____.




Ideas I have for our discussion are....

Group Discussion Notes: As you group members share their notes, listen and then summarize their ideas in the matching boxes below.

<p style="text-align: center;">Discussion Director</p> <p>Questions we had about the novel were:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>	<p style="text-align: center;">Connector</p> <p>Connections we made to the novel were:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
<p style="text-align: center;">Visualizer</p> <p>Our visualizer _____</p> <p>_____</p> <p>We discussed _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Predictor</p> <p>A prediction we made is _____</p> <p>_____</p> <p>_____</p> <p>because _____</p> <p>_____</p> <p>_____</p>

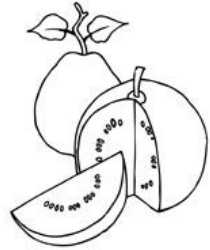
Using Symbols to Analyze Esperanza Changing

Directions: As you read through the book, you will notice Esperanza's personality and perspectives about life change with each new experience. Below, create a symbol that represents Esperanza as she is in the beginning, middle, and end. Explain each symbol and what it means to you.

		
<p><u>Esperanza's Character in the Beginning</u> <u>(After p. 57)</u></p>	<p><u>Esperanza's Character in the Middle</u> <u>(After p. 157)</u></p>	<p><u>Esperanza's Character in the End</u> <u>(After p. 253)</u></p>
<p>The symbol I chose is _____ because _____</p>	<p>The symbol I chose is _____ because _____</p>	<p>The symbol I chose is _____ because _____</p>
<p>_____.</p>	<p>_____.</p>	<p>_____.</p>
<p>I think is represents Esperanza in the beginning of the book because _____</p>	<p>I think is represents Esperanza in the middle of the book because _____</p>	<p>I think is represents Esperanza in the end of the book because _____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____.</p>	<p>_____.</p>	<p>_____.</p>

Las Guayabas

Guavas p. 58-80



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
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Quote: “When you scorn these people, you scorn Miguel, Hortensia, and Alfonso. And you embarrass me and yourself. As difficult as it is to accept, our lives are different now.” -Mama (p. 70)

How does Esperanza scorn Miguel, Hortensia, and Alfonso when she shows her dislike of the peasants (poor people) on the train? How is this moment a turning point for Esperanza?

Proverb: “There is a Mexican saying: ‘Full bellies and Spanish blood go hand in hand’Have you never noticed?” he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.” -Miguel (p. 79)

What evidence is there in the novel that this quote is true? Do you see evidence of this in the lives of Esperanza and Miguel? Do you see this in modern society?

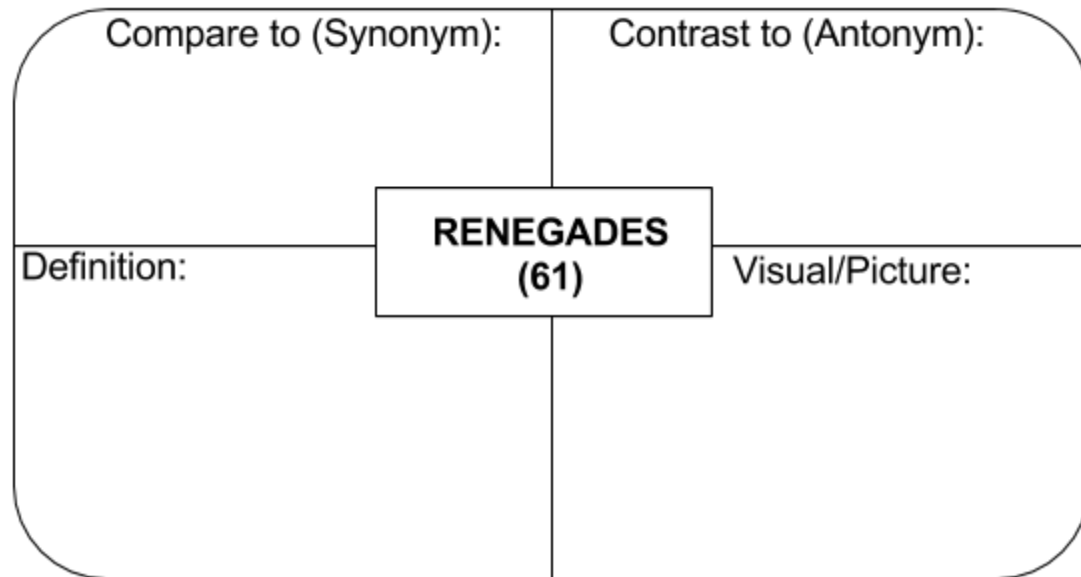
Literary Devices:

“She remembered standing on a chair with her arms outstretched like a bird ready for flight while Hortensia fitted the sides of the dress.” (p. 61)

What literary devices are used here?

This quote is a flashback to Esperanza’s life before the death of her papa. Why do you think the author chose to compare her to a bird with outstretched wings?

Concept Word: Complete the concept map below on the key word from the chapter.



Los Melones

Cantaloupes p. 81-99



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because... |
|---|--|--|

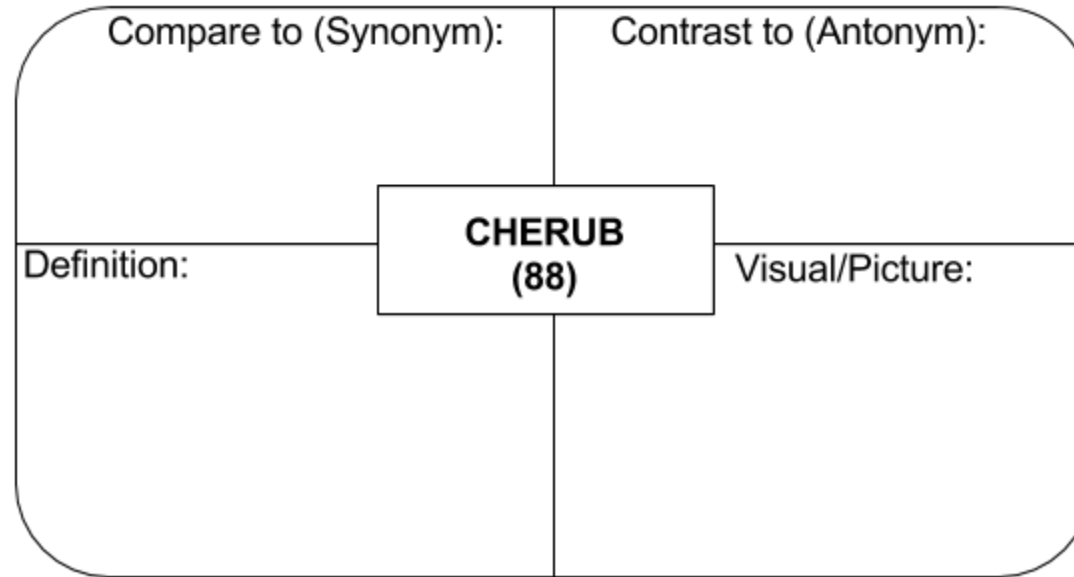
Quote:
 "Well my father died, too. Before he came to this country, he fought in the Mexican revolution against people like her father who owned all the land." -Marta, p. 97.

Why doesn't Martha have any sympathy for Esperanza? What does this scene show about the stereotypes that existed between the wealthy and the poor?

Literary Devices:
Similes and Imagery
 "As they rounded a curve, it appeared as if the mountains pulled away from each other, like a curtain opening on a stage, revealing the San Joaquin Valley beyond. Flat and spacious, it spread out like a blanket of patchwork fields." (p. 94)

Underline the **two** similes in the quote to the left.
 The author uses imagery to show the reader what Esperanza is seeing, and similes to paint the picture in a unique way. Why do you think the author used the words, "a curtain opening on a stage"? How does this line relate to what is happening in the story?

Concept Word: Complete the concept map below on the key word from the chapter.



Significance of the title: When Esperanza finally gets to California, she is sitting in a truck on Highway 99, looking out at the San Joaquin Vallery around her. Alfonso and Miguel spot a field with leftover melons and are told that they are allowed to take as many melons as they could carry for themselves (95). She explains that those “melons warmed by the valley sun, rolled and somersaulted with each bump of the truck.” How might the leftover, sun-drenched melons that bounce around in the truck represent Esperanza and her new family of friends as they face life as farm-laborers?

Literature Circle Roles

Directions: Throughout your reading of *Esperanza Rising*, you will meet with your peers in groups of four to discuss different parts of the novel. Below are the roles you are responsible for during your reading conversation. You will take turns rotating through the roles so that each time you meet you will have a different task for your conversation. Keep track of your meetings by taking notes on your group discussion sheet.



Discussion Director

1. Lead the group's discussion in 2-3 questions:
 - a. *Why do you think...?*
 - b. *What did _____ mean to you?*
 - c. *How do you feel about...?*
2. Choose who will start & what order people will share and ask extra questions to keep the discussion going:
 - a. *What are your thoughts?*
 - b. *Do you have any ideas to add?*
3. Make sure everyone is on task.



Connector

1. Make connections between the book & your life.
 - a. *Text to self: A connection I made to life was...*
 - b. *Text to text : A connection to a book/movie/song I made was...*
 - c. *Text to world: A connection to something happening in the world I made was...*
2. Ask your group members to share their own connections.



Visualizer

1. Visualizing means picturing something in your head.
2. You may:
 - a. *Draw a picture* of a scene or character in the book
 - b. *Share a part of the book* where the author really painted a picture in your head.
 - c. *Write down good words* that helped you visualize.



Predictor

1. Make a prediction about what will happen next.
2. Make inferences about characters & events.
 - a. *Explain WHY you are making this prediction or inference.*

Group Discussion Sheet Meeting #2

Chapter 5-6: pg.58-99 Date: _____

Names of Group Member:	Meeting #2 Role Assignment:
1.	Connector
2.	Visualizer
3.	Predictor
4.	Discussion Director

Directions: Prepare your **notes** for your discussion below.

My role today is _____.
 Ideas I have for our discussion are....

Group Discussion Notes: As you group members share their notes, listen and then summarize their ideas in the matching boxes below.

<p style="text-align: center;">Discussion Director</p> <p>Questions we had about the novel were:</p> <p>4. _____</p> <p>_____</p> <p>5. _____</p> <p>_____</p> <p>6. _____</p> <p>_____</p>	<p style="text-align: center;">Connector</p> <p>Connections we made to the novel were:</p> <p>4. _____</p> <p>_____</p> <p>5. _____</p> <p>_____</p> <p>6. _____</p> <p>_____</p>
<p style="text-align: center;">Visualizer</p> <p>Our visualizer _____</p> <p>_____</p> <p>We discussed _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Predictor</p> <p>A prediction we made is _____</p> <p>_____</p> <p>_____</p> <p>because _____</p> <p>_____</p> <p>_____</p>

Key Words: Strike, Union, and Boycott

A **strike**, also called labor strike, is a work stoppage caused when many **employees** refuse to **work**. A strike usually takes place when employees are trying to get better working conditions or higher pay.

Another way employees can get better working conditions or higher pay is by forming a **union**, sometimes called a labor union. A union is formed when all of the employees agree to stand together on issues.

Cesar Chavez formed the National Farm Workers Association (later named the United Farm Workers union, or UFW) with Dolores Huerta. The UFW fought for the rights of farm workers. The union encouraged its members to strike to get higher wages. They also lead peaceful marches and boycotts.

In the 1970s, Cesar Chavez led successful boycotts. **Boycotts** are another activity that can cause change. Boycotts are when people agree to stop using or buying a product or service as a protest. Usually Boycotters want a change to occur. The purpose of a boycott is to cause the business being boycotted to lose money, with the hope that the business will make a change to increase sales again.

Fast-food workers strike, seeking \$15 wage, political muscle

<http://www.usatoday.com/story/money/2015/11/10/fast-food-strikes-begin/75482782/>

Paul Davidson, USA TODAY 6:54 p.m. EST November 10, 2015

Fast-food workers demanding a \$15-an-hour minimum wage walked out in hundreds of cities Tuesday, kicking off a campaign to muster the political power of 64 million low-wage workers in next year's presidential election.

The walkouts marked the workers' largest show of force in the three years since they launched a series of rallies to call for higher pay and the right to unionize, according to the advocacy group Fight for \$15. The group is backed by the Service Employees International Union.

Tens of thousands of workers and supporters took part in rallies planned for 1,000 cities across the nation, beginning around dawn at McDonald's outlets in New York, Boston and Philadelphia, among other locations. Protests also were taking place for low-paid home care, child care, farm, nursing home and other workers seeking to make their voices heard.

New York Mayor Bill de Blasio addressed a demonstration in Brooklyn, saying Fight for \$15 has "changed this city, changed this state and changed this nation." New York State has approved a law to gradually increase the minimum wage for fast-food workers to \$15.



In Detroit, about 200 workers protested in the early-morning darkness as a cold rain fell outside a McDonald's.

"I'm here to fight for \$15 and a union," said Lakecha Jackson, 37, a Detroit mother of two young daughters who earns \$8 an hour and has been working at the McDonald's where she and other demonstrators gathered. "That would be a lot for me."

In Boston, Kheila Cox, 38, a \$10-an-hour baggage handler at Logan Airport, planned to join an afternoon march from Faneuil Hall to the Massachusetts State House. "It's not just the financial piece, it's also about the dignity," said Cox, who has seven children.

A McDonald's on Stanwix Street in Pittsburgh was shuttered Tuesday morning, a sign on the door reading: "CLOSED due to STRIKE." At another McDonald's outside of Rochester, N.Y., about 30 demonstrators shouted "Hold the burgers, hold the fries, we want our wages supersized!"

In contrast to their nine previous walkouts, the workers this time are putting on an emphatic political stamp. The day-long offensive, including late afternoon parades to local city halls, will culminate with a protest at the Republican presidential debate in Milwaukee on Tuesday night.

Most Republican candidates oppose raising the federal minimum hourly wage from \$7.25, saying it will hurt job growth.

The National Restaurant Association says a \$15 base would force employers to replace workers with technology, such as touch-screen ordering tablets. It says about 90% of restaurants are small businesses that lack deep pockets. "Fifteen dollars is too far, too fast," spokeswoman Christin Fernandez says.

Michael Mabry, chief operating officer of MOOYAH Burgers, Fries, & Shakes, with 76 U.S. franchises, says the chain's workers earn an average \$9 to \$14 an hour and hiking base pay to \$15 would force franchisees to raise prices, cut per-store staffing from six to four workers, or a combination. Outlets, he adds, would not hire teenage workers at that rate, removing an entree into the workforce for many Americans.

Democratic front-runner Hillary Clinton recently said she supports a \$12 federal pay floor,

while Bernie Sanders and Martin O'Malley favor a \$15 minimum. They cite the issue as key to closing the widening gap between rich and poor.

Already an influential political force, the workers plan to use their new-found muscle to sway local, state and national elections exactly 12 months from now and say they'll back any candidate of any party who supports their cause. The Fight for \$15 group says it will hold voter registration drives and neighborhood parties to coax the workers to the polls.

A recent survey by the National Employment Law Project found that most unregistered voters would sign up and registered voters would be more likely to vote if a candidate backs a \$15 hourly wage -- groups that represents 48 million potential voters.

"People are going to be looking for that in a candidate" and will vote for politicians "that are responsive to their economic well-being," NELP Executive Director Christine Owens says.

ACTIVITY

DIRECTIONS: Answer the following text-dependent questions in complete sentences. Make sure to integrate the question into your answer.

1. Explain each of the terms below using your own words.

Strike:

Union:

Boycott:

2. According to the article, fast food workers are joining other groups of low-paid workers to demand higher pay. What other groups are they joining? Why do you think the groups are joining together?
3. According to Michael Mabry, chief operating officer of MOOYAH Burgers, what would happen if the minimum wage was raised to \$15 an hour? Do you think the consequences he described outweigh the benefits of the raise?

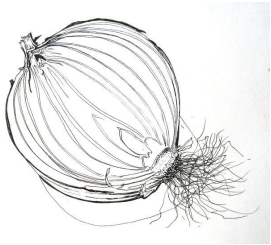
Esperanza Rising - Setting Activity - **Take a Lit. Trip!** Resource 7.5

Your teacher will take you on a Google Lit. Trip to Aguascalientes in Mexico, and the San Joaquin Valley in California. Use the information from the trip, as well as from the novel, to complete the activity below.

Aguascalientes in Mexico	San Joaquin Valley, CA
<p>Use details from the novel to draw a scene from the setting of Aguascalientes.</p>	<p>Use details from the novel to draw a scene from the setting of the San Joaquin Valley in California.</p>
<p>Write four adjectives to describe Aguascalientes: _____</p> <p>Write three verbs that are connected to Aguascalientes: _____</p> <p>Write two nouns that are in Aguascalientes: _____</p> <p>Write one feeling or “mood” word that is felt through Aguascalientes: _____</p>	<p>Write four adjectives to describe the San Joaquin Valley: _____</p> <p>Write three verbs that are connected to the San Joaquin Valley: _____</p> <p>Write two nouns that are in the San Joaquin Valley: _____</p> <p>Write one feeling or “mood” word that is felt through the San Joaquin Valley: _____</p>

Las Cebollas

Onions p. 100-120



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because... |
|---|--|--|

Quote: “Esperanza, if we had stayed in Mexico and I had married Tio Luis, we could have had one choice. To be apart and miserable. Here, we have two choices. To be together and miserable or to be together and happy. Mija, we have each other and Abuelita will come. How would she want you to behave? I choose to be happy. So which will you choose?” (page 104)

How did Esperanza change after her mother said this? What advice has a friend or family member given that has helped you? Please explain.

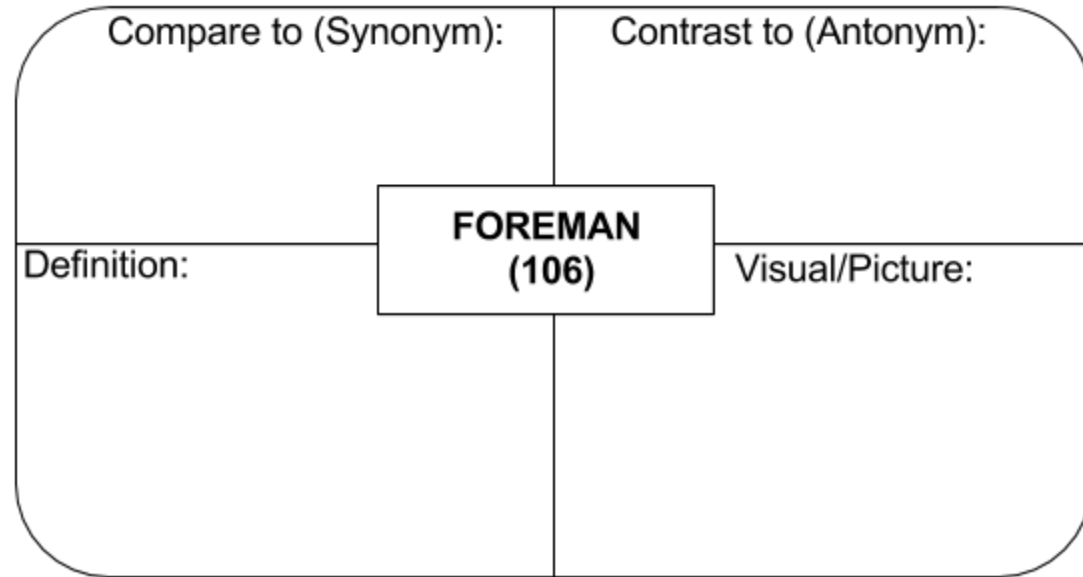
**Literary Devices:
Simile and Imagery**

“Esperanza could hear them talking in English, the words hard and clipped, as if they were speaking with sticks in their mouths.” (p. 100-101)

Underline the simile used in the quote.

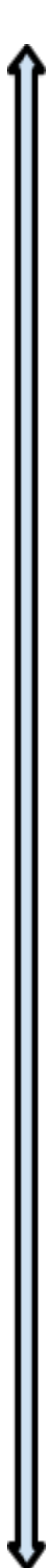
Imagery is when an author uses words that help the reader imagine an experience through the five senses: **sight, hearing, taste, smell, and touch**. In the quote to the left, the author’s words help us imagine the experience **using which sense?**

Concept Word: Complete the concept map below on the key word from the chapter.



Parallel Timeline Resource 8.2

Directions: The column on the left lists out several important events that have happened in history that are connected to the setting (time and place) of the novel, *Esperanza Rising*.

Events in History		Events in <i>Esperanza Rising</i>
	1910	The Mexican Revolution begins. Hundreds of thousands of people flee north from Mexico and settle in the southwestern United States.
	1911	In Mexico, the long dictatorship of Porfirio Diaz comes to an end when he is forced to resign in a revolt led by Francisco Madero.
	1921	The first of two national origin quota acts is passed to limit immigration from eastern and southern Europe. As a result, Mexico becomes a major source of American farm workers.
	1929	With the onset of the Great Depression, Mexican immigration to the United States slows down and many workers return to Mexico.
	1930s	Many Mexican workers are displaced by the dominant southern whites and blacks of the migrant agricultural work force.
	1933	Mexican farm workers in the Central Valley, California cotton industry go on strike, supported by several groups of independent Mexican union organizers.
		In the chapter called, "Los Melones," Marta mentions how her father died during the Mexican Revolution (p. 97). According to the text, what were many of the Mexican citizens fighting against?
		In the chapter called, "Las Uvas," the neighbors speak of bandits threatening Aguascalientes. Read pages 11-12 and answer the following question. According to the text, why do you think bandits were trying to attack certain people, even though the Mexican Revolution was long over?
		On page 47 of the novel, Hortensia tells mama of plans to go to the United States to work in a big farm alongside Alfonso's brother. How did large communities of Mexican-American farmworkers contribute to each other's survival and success in America?
		In the chapter called, "Espárragos," (pages 199-213) we find out why so many Mexican-American laborers are sent to Mexico. Explain why this trend of "workers returning to Mexico" happened.
		Due to the Great Depression and the Dust Bowl, many people from the midwest, such as Oklahoma, migrated to the west coast. Some of these people were called "Okies." How does the sudden wave of new 'white' workers create unfair experiences for the Mexican-American farmworkers and characters like Miguel (pages 217-220)?
		In the chapter called, "Espárragos," (pages 199-213), how do the striking farmworkers cause both conflict and sympathy within the community of non-striking farmworkers?

Las Almendras

Almonds p. 121-138



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
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Quote: “Didn’t I tell you that Papa’s heart would find us wherever we go?” (Mama, p.125)

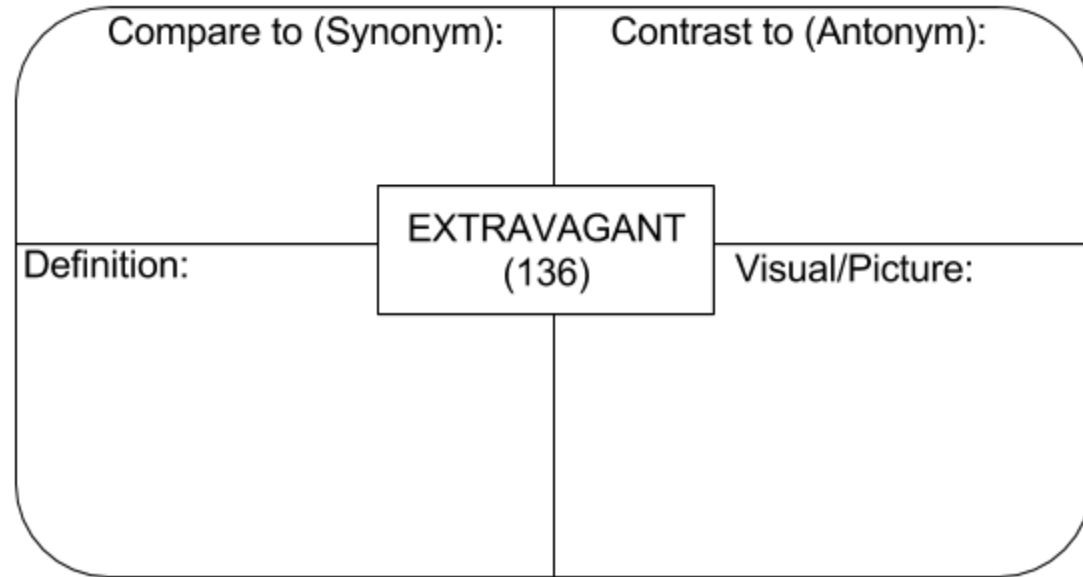
Why does Mama say this to Esperanza after seeing the roses blooming?

Literary Device:
Symbol

“But the roses come from far away.’
... ‘These are your papa’s roses,’ said Miguel, smiling at her...
‘After the fire, my father and I dug down to the roots. Many were still healthy. We carried the cuttings from Aguascalientes... We think they will grow. In time, we will see how many bloom.’
... ‘Which one is mine?’
He smiled and pointed to the one that...already had a makeshift trellis propped against it. ‘So you can climb,’ he said.” (p. 124)

It can be argued that the roses Miguel and Alfonso brought from Aguascalientes are a symbol for Esperanza. How is Esperanza like these roses?

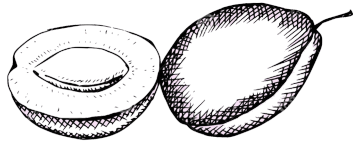
Concept Word: Complete the concept map below on the key word from the chapter.



Significance of the title: As Esperanza helps Isabel shell almonds, she describes how “the soft and fuzzy outside hull looked like two hands pressed together, protecting something inside” (128). Throughout the plot so far, which character do you think may be represented by the almond inside a fuzzy shell that protects him or her?

Las Ciruelas

Plums p. 139-157



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

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| <ul style="list-style-type: none"><input type="checkbox"/> This quote reveals...<input type="checkbox"/> This reminds me of...<input type="checkbox"/> I want to know more about...because....<input type="checkbox"/> The author is trying to...<input type="checkbox"/> This quote describes...<input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"><input type="checkbox"/> This is significance because...<input type="checkbox"/> My interpretation of this is...<input type="checkbox"/> I agree or disagree because...<input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"><input type="checkbox"/> I like the way the author demonstrates...<input type="checkbox"/> I was confused by...<input type="checkbox"/> A question I have is....<input type="checkbox"/> I learned...<input type="checkbox"/> This surprised me because... |
|--|---|--|


Quote: “ A roil of brown loomed over the mountains.” (p.147)

Describe the storm. Why is it so dangerous?

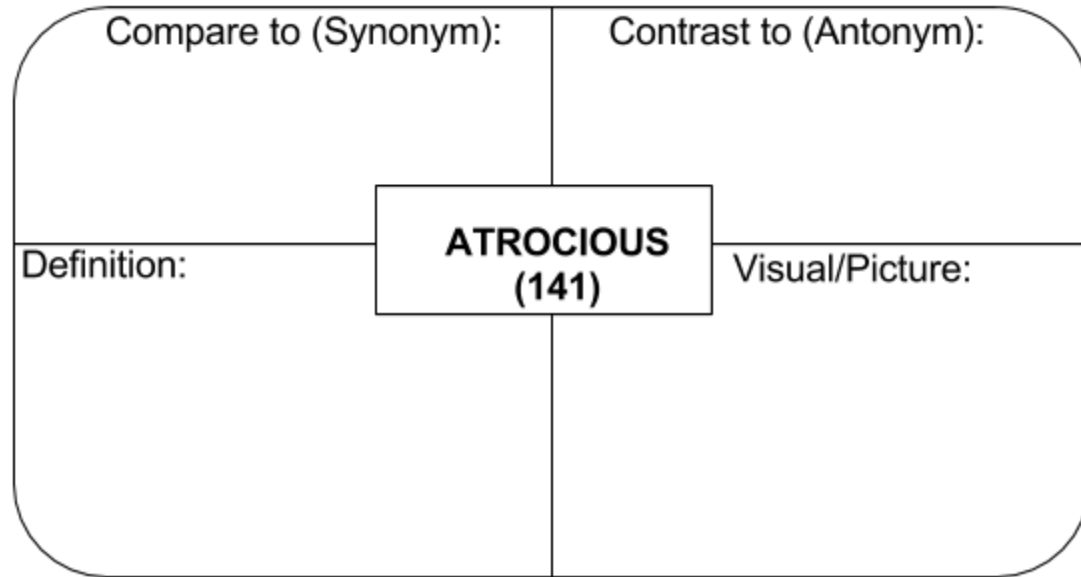
Comprehension Questions:
List Esperanza’s daily schedule.

-
-
-
-
-

Read over the description of the dust storm carefully (p.148); then draw a picture to show what it looks like based upon the description in the book:



Concept Word: Complete the concept map below on the key word from the chapter.



Literature Circle Roles

Directions: Throughout your reading of *Esperanza Rising*, you will meet with your peers in groups of four to discuss different parts of the novel. Below are the roles you are responsible for during your reading conversation. You will take turns rotating through the roles so that each time you meet you will have a different task for your conversation. Keep track of your meetings by taking notes on your group discussion sheet.



Discussion Director

- Lead the group's discussion in 2-3 questions:
 - Why do you think...?
 - What did _____ mean to you?
 - How do you feel about...?
- Choose who will start & what order people will share and ask extra questions to keep the discussion going:
 - What are your thoughts?
 - Do you have any ideas to add?
- Make sure everyone is on task.



Connector

- Make connections between the book & your life.
 - Text to self: A connection I made to life was...
 - Text to text: A connection to a book/movie/song I made was...
 - Text to world: A connection to something happening in the world I made was...
- Ask your group members to share their own connections.



Visualizer

- Visualizing means picturing something in your head.
- You may:
 - Draw a picture of a scene or character in the book
 - Share a part of the book where the author really painted a picture in your head.
 - Write down good words that helped you visualize.



Predictor

- Make a prediction about what will happen next.
- Make inferences about characters & events.
 - Explain WHY you are making this prediction or inference.

*Literature Circles for this novel should occur every 4-5 chapters.

Group Discussion Sheet Meeting #3

Chapter 7-9: pg.100-157 Date: _____

Names of Group Member:	Meeting #3 Role Assignment:
1.	Visualizer
2.	Predictor
3.	Discussion Director
4.	Connector

Directions: Prepare your **notes** for your discussion below.

My role today is _____.

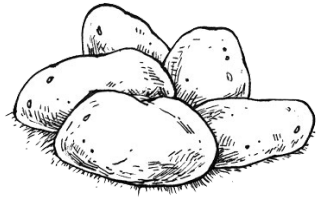
Ideas I have for our discussion are....

Group Discussion Notes: As you group members share their notes, listen and then summarize their ideas in the matching boxes below.

Discussion Director	Connector
Questions we had about the novel were:	Connections we made to the novel were:
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
Visualizer	Predictor
Our visualizer _____	A prediction we made is _____
_____	_____
We discussed _____	because _____
_____	_____
_____	_____

Las Papas

Potatoes p. 158-178



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
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Quote: “Don’t worry. I will take care of everything. I will be *la patrona* for the family now.” (p.178)

This quote shows how much Esperanza has grown since the beginning of the book. Describe why she has changed and what it means for her.

In this chapter, the narrator states:

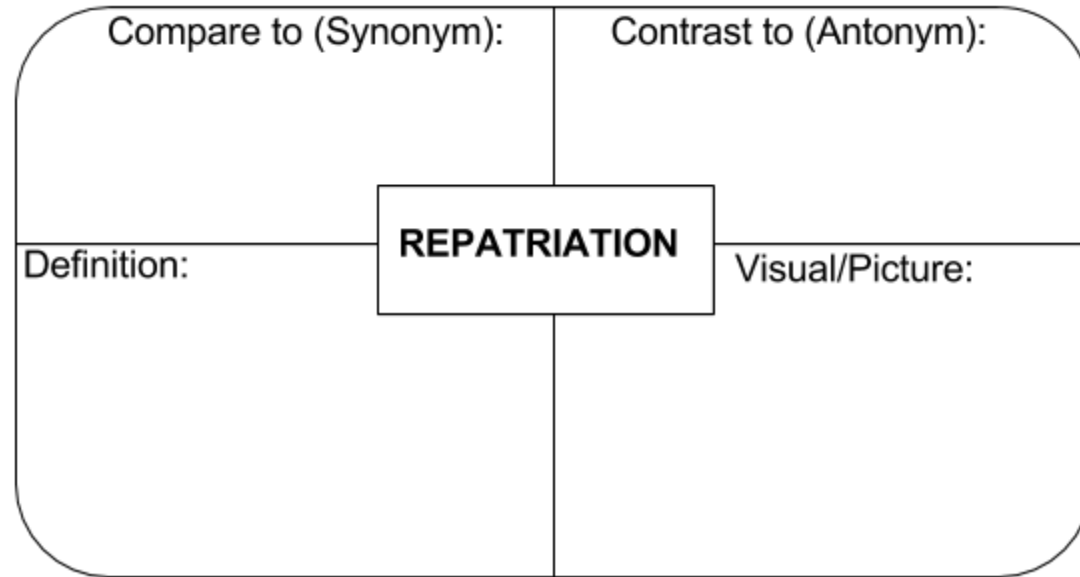
“Isabel had nothing, but she also had everything. Esperanza wanted what she had. She wanted so few worries that something as simple as a yarn doll would make her happy.” (p. 176)

Compare this quote to what Carmen, the woman from the train, says:

“I am poor, but I am rich. I have my children, I have a garden with roses, and I have my faith and the memories of those who have gone before me. What more is there?” (p. 76)

Question: Even though Esperanza is struggling, she has things that can bring her joy. **What can Esperanza be grateful for?**

Concept Word: Complete the concept map below on the key word from the chapter.



Significance of the title: In this chapter, Esperanza starts working on the farm and her first job is to cut potato eyes (the dimples in potatoes). Hortensia teaches her how to “leave two eyes in every piece so there will be two chances for it take root” (169). Why do you think the author includes the idea of a potato that can be planted into the ground to start a new root, and how might this be connected to Esperanza’s growth or transformation?

Forced Deportation of Mexicans During the Depression

<http://classroom.synonym.com/forced-deportation-mexicans-during-depression-6297.html>

by Agatha Clark, Demand Media

DIRECTIONS: The article below was chosen because of its connection to the novel Esperanza Rising. Read the article and use the text annotation symbols (found on page 18) where appropriate.

During the Great Depression, the American government forcibly deported between 1 and 2 million American citizens and legal residents of Mexican descent. This mass deportation, known as the Mexican Repatriation, took place from 1929 to 1939 and was fueled by panic over unemployment in the United States. Although the repatriation changed the lives of millions, historians have only recently begun to study and understand what happened.

The Early 1900s

In the early 20th century, several factors led to increased immigration from Mexico. The violence of the Mexican Revolution and the American demand for labor made the United States an appealing option for many who wanted safety and stability for their families. Legal immigration was easy at the time, with no quotas or restrictions on immigrants from Mexico and an inexpensive and quick visa process at the border. By 1930, the population of Mexican Americans had grown to almost 1.5 million. Over half of these people were born in the United States.

The Stock Market Crash

The stock market crash of 1929 signaled the onset of the Great Depression, a time of economic devastation and extremely high unemployment. As many Americans panicked, they began to blame immigrants for their problems. As a result, people of Mexican descent were systematically denied jobs, subjected to raids and illegally detained without warrants. In 1931, federal and state governments began to support a process of instructing social workers to encourage Mexican Americans to leave. Torture, illegal imprisonment and other methods of coercion were also used. The government began to send trains with thousands of people of Mexican descent to Mexico. Many of these were American citizens who did not speak Spanish.

Repatriation

When the repatriated Mexican Americans arrived in Mexico, some were able to locate family members to live with, but many others had nowhere to go. The Mexican economy was not prepared to accommodate the new influx of people, and although it attempted to create agricultural colonies for the repatriated, starvation and disease resulted in dozens of deaths, permanently ending the project. The citizens of Mexico also did not welcome the new arrivals, resenting that they had left during the revolution and the burden that their presence created.

Results

As a result of the repatriation, families were forced to transition from comfortable lifestyles in the United States to conditions of extreme poverty. Lack of housing, plumbing, food and access to education created hardships for many when they arrived in Mexico. Returning to the United States also proved to be a serious problem. Historians estimate that at least 60 percent of the repatriated Mexican Americans were citizens of the United States; however, unless individuals were able to produce papers proving their nationality, they were not readmitted. Because it was impossible for many to access their documents, many citizens were never able to return to the U.S.

References

- Macaulay Honors College at CUNY: Mexican Repatriation and the Chandler Roundup
- California State University San Marcos: Mexican Repatriation - A Generation Between Two Borders
- USA Today: U.S. Urged to Apologize for 1930s Deportations
- Weider History Group Historynet.com: Immigrants: The Last Time America Sent Her Own Packing

TEXT-DEPENDENT QUESTIONS

DIRECTIONS: Answer the following text-dependent questions in complete sentences. Make sure to integrate the question into your answer.

1. Use your own words to explain the Mexican Repatriation.

2. Why did the Mexican Repatriation occur?

3. What happened to the people who were sent to Mexico? How were they treated? Why were they treated this way?

4. Even though approximately 60% of the people who were sent to Mexico were U.S. citizens, they were not allowed back into the U.S. Why?

Picture This: California Perspectives on American History

Depression Era: 1930s: Repatriation for Mexican & Filipino Farm Workers

DIRECTIONS: The article below was chosen because of its connection to the novel Esperanza Rising. Read the article and use the text annotation symbols (on page 18) where appropriate.



Imperial Valley – People in Camps. 1935. Dorothea Lange, photographer. Gelatin silver print. Collection of Oakland Museum of California. Gift of Paul S. Taylor.



Mexican apricot pickers. June 22, 1935. Dorothea Lange, photographer. Gelatin silver print. Collection of Oakland Museum of California. Gift of Paul S. Taylor.

Mexican and Mexican American migrant farm workers expected conditions like those pictured above as they sought farm work in California and other states in the early 1900s. At that time, the Mexican Revolution and the series of Mexican civil wars that followed pushed many Mexicans to flee to the United States. Many U.S. farm owners recruited Mexicans and Mexican Americans because they believed that these desperate workers would tolerate living conditions that workers of other races would not.

Mexican and Mexican American workers often earned more in the United States than they could in Mexico's civil war economy, although California farmers paid Mexican and Mexican American workers significantly less than white American workers. By the 1920s, at least 75% of California's 200,000 farm workers were Mexican or Mexican American.

As the Great Depression took a toll on California's economy during the 1930s, however, Mexicans and Mexican Americans became targets for discrimination and removal. White government officials claimed that Mexican immigrants made up the majority of the California unemployed. White trade unions claimed that Mexican immigrants were

Resource 11.3

taking jobs that should go to white men. In reality, a new supply of white refugees, or “Okies,” desperate for jobs was flooding California from the Midwest, making up the majority of the unemployed.

At the same time that wages were dropping due to the new white refugee labor, established Mexican and Mexican American farm workers had become a threat by banding together, often with other non-whites, and organizing strikes to protest lowered wages and worsening living conditions. Agriculture in the United States was crippled due to the ongoing Dust Bowl drought in the Midwest, while California was relatively untouched - the farm owners had a chance to profit immensely from the supply of cheap labor, but not if these protests succeeded.

California state and local governments responded to white farm owner pressure and implemented "repatriation" plans to send Mexican immigrants back to Mexico in busloads and boxcars. Many Mexican Americans were also sent out of the United States under these programs, there being no differentiation between Mexicans and Mexican American U.S. citizens. Mexican American U.S. citizens who were children at the time were also deported to Mexico along with their Mexican parents.

Despite a hundred years of effort, economic exploitation of farm workers of all races continues to this day in California and across the United States. As long as farm owners can continue forcing people to live in such conditions, the farm workers' struggle seems doomed to continue.

Source: <http://picturethis.museumca.org/timeline/depression-era-1930s/migrant-farm-workers/info>


TEXT-DEPENDENT QUESTIONS

DIRECTIONS: Answer the following text-dependent questions in complete sentences. Make sure to integrate the question into your answer.

1. Why did so many American farm owners recruit Mexican and Mexican American laborers?

2. Why did the farm workers create a threat when they banded together?

3. Use your own words to explain repatriation.

Cornell Notes 	Topic/Objective: “Picture this: California Perspectives”	Name:
	Students will understand the historical impact of repatriation during the 1920s, and explore the roots of deportation as it exists today.	Class/Period:
		Date:

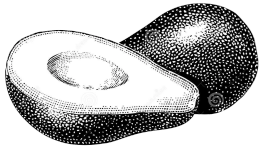
Essential Question: What separates people from each other? What brings them together?

Questions: Write two questions that you have about the information you read in the article.	Notes: Conditions for Mexican and Mexican-American farmworkers:
	Differences and inequality between races:
	Impact of the Great Depression:
	Response of the state and local governments:

Summary:

Los Aguacates

Avocados p. 179-198



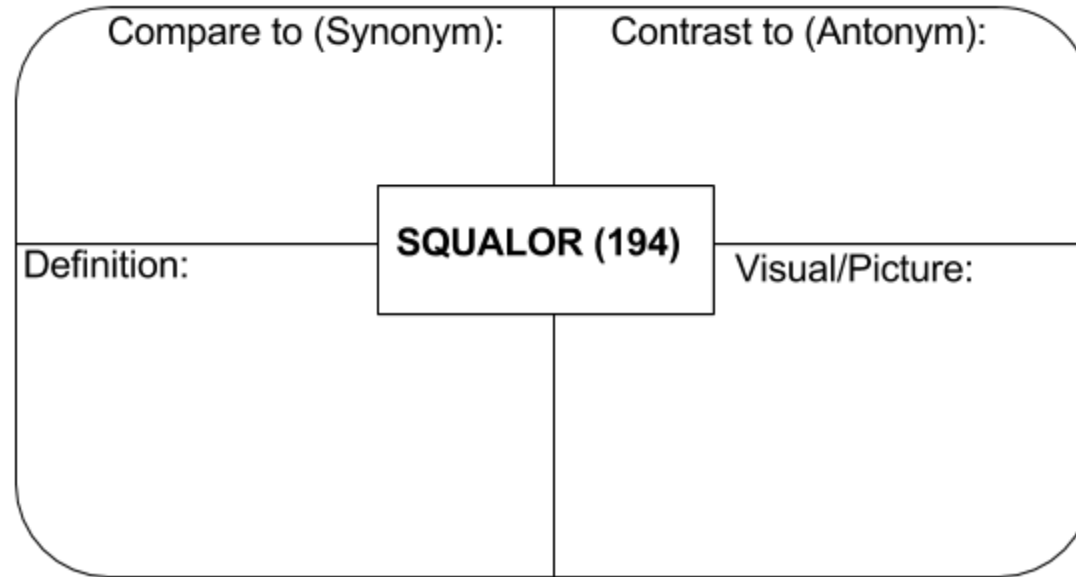
For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
---	--	--

Quote: "That night, as she soaked her hands in warm water, she realized that she no longer recognized them as her own. Cut and scarred, swollen and stiff, they looked like the hands of a very old man..." (p. 180)

Esperanza says she doesn't recognize her own hands. What does she mean by this? How does this affect her?

Concept Word: Complete the concept map below on the key word from the chapter.



Significance of the title: Esperanza has been working diligently to support her mother, and her rough hands are proof of her labor. As she uses the glycerin and avocado mixture that Hortensia creates for her to soothe her hands, how does the idea of avocados represent Esperanza's past, present, and future?

Hint: See pages 181-182

Pro/Con Thinking Map and Argumentative Speech Activity:

Part 1 - Pro/Con Thinking Map: In the chapter called “Avocados” (pages 179-198), there are many social-justice issues raised throughout the text. Think about Miguel’s words on p. 187-188, as well as the pros and cons of the strikers listed on pages 196-197, and create a thinking map that helps you write out all of the pros and cons for the strikes. You can use any thinking map that you feel captures your thought process in the most effective way.

Resource 12.2

Part 2 - Argumentative Speech Activity: Imagine that you are at a community gathering where there are arguments for and against the strikers being presented. Choose one side of the argument, and create a 1-2 minute speech that powerfully argues for one side (for the strike or against the strike). Be sure to use evidence from the text and thinking map to help you with your 1-2 minute speech. Your teacher may ask you to present your speech in front of your peers. If time permits, you can make posters to support your message.

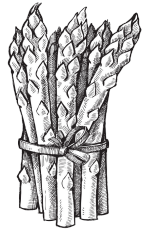
- Be sure to greet your listeners and address the audience.
- Explain what side you are on (topic sentence).
- Lay out the 2-3 reasons for OR against the strike (supporting evidence).
- For each reason, explain why that reason supports your position on supporting or not supporting the strike (commentary details).
- Urge your listeners or audience members to take your position on the issue (central idea).
- Include powerful words and passion into your speech (word choice and tone).

“ _____

_____”

Los Espárragos

Asparagus p. 199-213



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because... |
|---|--|--|

Quote:

"Something seemed very wrong about sending people away from their own "free country" because they had spoken their minds."
(208)

What does this quote mean to you? Use sentence starters to analyze this powerful quote.

Literary Device:

Imagery

Below are two quotes from the book that describe the place where the strikers lived. One quote describes the camp when it is full of people, while the other quote shows the camp after the immigration raids. The author uses imagery in the descriptions to make the reader experience the scene.

Before the Immigration Raid:

"There were only ten wooden toilet stalls for hundreds of people and Esperanza could smell the effects from the truck. Some people lived in tents but others had only burlap bags stretched between poles. Some were living in their cars or old trucks. Mattresses were on the ground, where people and dogs rested. A goat was tied to a tree. There was a long pipe that lay on top of the ground and a line of water spigots sticking up from it. Near each spigot were pots and pans and campfire rings, the making of outdoor kitchens. In an irrigation ditch, women were washing clothes, and children were bathing at the same time. Clotheslines ran everywhere. It was a great jumble of humanity and confusion" (p. 193).

After the Immigration Raid:

"The field was still surrounded by the chainlink fence, but no one was protecting the entrance this time. All the evidence of people she had seen before was there, but not one person was to be seen. Laundry waved on the clothesline. Plates with rice and beans sat on crates and swarmed with busy flies. Shoes were lined up in front of tents, as if waiting for someone to step into them. The breeze picked up loose newspapers and

floated them across the field. It was quiet and desolate, except for the goat still tied to the tree, bleating for freedom...Something colorful caught her eye. Dangling from a tree branch were the remnants of the little donkey piñata that she had given the children, its tissue streamers fluttering in the breeze. It had been beaten with a stick, its insides torn out” (p. 211-213).

Question:

A piñata is usually associated with celebrations, but here the author chooses to end the chapter with the image of the beaten piñata writing, “It had been beaten with a stick, its insides torn out.” Why do you think the author chose to end with this image? What about this image is powerful? What does this image make you think of?

Task:

Draw the scenes described above. Read the quotes multiple times to make sure you include the many details the author gives.

--	--

Los Duraznos

Peaches p. 214-233



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

<ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... 	<ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... 	<ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because...
---	--	--

Quote: “Yes, you would have made a beautiful queen but that would have lasted for only one day. A day goes by fast, Isabel. And then it is over.” (227)

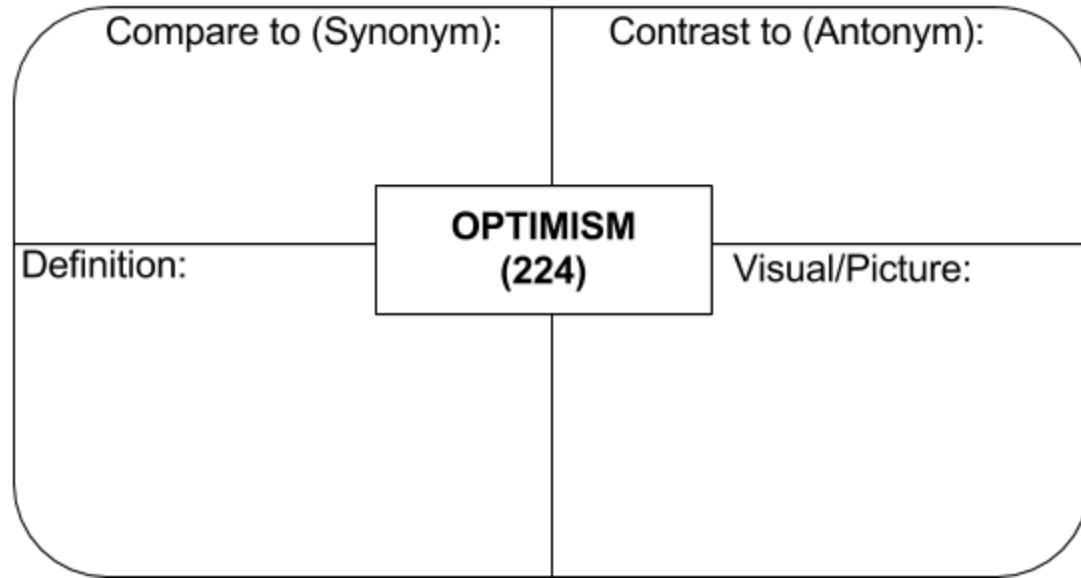
What does Esperanza mean? Use the sentence starters to respond.

Literary Device:
 “As she thought about Papa, tears sprang from her eyes and she suddenly felt very weary, as if she had been clinging to a rope but didn’t have the strength to hold on any longer” (p. 223).

What literary device is being used?

What is being compared?

Concept Word: Complete the concept map below on the key word from the chapter.



Literature Circle Roles

Directions: Throughout your reading of *Esperanza Rising*, you will meet with your peers in groups of four to discuss different parts of the novel. Below are the roles you are responsible for during your reading conversation. You will take turns rotating through the roles so that each time you meet you will have a different task for your conversation. Keep track of your meetings by taking notes on your group discussion sheet.



Discussion Director

1. Lead the group's discussion in 2-3 questions:
 - a. *Why do you think...?*
 - b. *What did _____ mean to you?*
 - c. *How do you feel about...?*
2. Choose who will start & what order people will share and ask extra questions to keep the discussion going:
 - a. *What are your thoughts?*
 - b. *Do you have any ideas to add?*
3. Make sure everyone is on task.



Connector

1. Make connections between the book & your life.
 - a. *Text to self: A connection I made to life was...*
 - b. *Text to text : A connection to a book/movie/song I made was...*
 - c. *Text to world: A connection to something happening in the world I made was...*
2. Ask your group members to share their own connections.



Visualizer

1. Visualizing means picturing something in your head.
2. You may:
 - a. *Draw a picture* of a scene or character in the book
 - b. *Share a part of the book* where the author really painted a picture in your head.
 - c. *Write down good words* that helped you visualize.



Predictor

1. Make a prediction about what will happen next.
2. Make inferences about characters & events.
 - a. *Explain WHY you are making this prediction or inference.*

*Literature Circles for this novel should occur every 4-5 chapters.

Group Discussion Sheet Meeting #4

Chapter 10-13: pg.158-233 Date: _____

Names of Group Member:	Meeting #4 Role Assignment:
1.	Predictor
2.	Discussion Director
3.	Connector
4.	Visualizer

Directions: Prepare your **notes** for your discussion below.

My role today is _____.

Ideas I have for our discussion are....

Group Discussion Notes: As you group members share their notes, listen and then summarize their ideas in the matching boxes below.

Discussion Director	Connector
Questions we had about the novel were:	Connections we made to the novel were:
10. _____	10. _____
_____	_____
11. _____	11. _____
_____	_____
12. _____	12. _____
_____	_____
Visualizer	Predictor
Our visualizer _____	A prediction we made is _____
_____	_____
We discussed _____	because _____
_____	_____
_____	_____

Las Uvas

Grapes p. 234-253



For proverbs and quotes, please respond in complete sentences by using one of the following sentence starters below.

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> This quote reveals... <input type="checkbox"/> This reminds me of... <input type="checkbox"/> I want to know more about...because.... <input type="checkbox"/> The author is trying to... <input type="checkbox"/> This quote describes... <input type="checkbox"/> I can infer that... | <ul style="list-style-type: none"> <input type="checkbox"/> This is significance because... <input type="checkbox"/> My interpretation of this is... <input type="checkbox"/> I agree or disagree because... <input type="checkbox"/> This reveals the conflict because... | <ul style="list-style-type: none"> <input type="checkbox"/> I like the way the author demonstrates... <input type="checkbox"/> I was confused by... <input type="checkbox"/> A question I have is.... <input type="checkbox"/> I learned... <input type="checkbox"/> This surprised me because... |
|---|--|--|

Quote: “Miguel had been right, about never giving up, and she had been right, too, about rising above those who held them down.” (250)

What has Esperanza learned from Miguel and her experiences? How has she changed from the beginning, middle, to end?

Proverb:
“Wait a little while and the fruit will fall into your hand” (p. 248).

This proverb is used throughout the novel. Reflect on the struggles and triumphs of Esperanza’s life. Papa gave her the advice to “Wait a little while and the fruit will fall into your hand.” Describe how she followed his advice.

Literary Device:
“As the sun rose, Esperanza began to feel as if she rose with it. Floating again, like that day on the mountain, when she first arrived in the valley. She closed her eyes, and this time she did not careen out of control. Instead, she glided above the earth, unafraid. She let herself be

This quote from the novel ties into the title, Esperanza Rising, as well as the references to the mythical bird, the phoenix. How is Esperanza like the phoenix, who rises from its ashes?

Resource 15.1

lifted into the sky, and she knew that she would not slip away" (249).

Significance of the title: The first and last chapters are named "Las Uvas." Why do you think the author chose to name the first and last chapters of the book by the same title? *Hint: What is the author trying to say about time, new beginnings, growth, or transformation?*

Throughout the novel, the idea of starting over and new beginnings is emphasized many times. Think about the last sentence of the novel, when Esperanza tells Isabel, "Do not ever be afraid to start over" (p. 253). What do you think Esperanza means when she says this? How is this idea related to "Las Uvas" or grapes?

Esperanza Rising Plot Diagram

How is foreshadowing used in the plot? _____

Climax: What is the turning point in the story? _____

What symbols or motifs are repeated throughout the plot?

Rising Action: What events create conflicts in Esperanza's life, and how does Esperanza react to those conflicts?

Climax

Falling Action: What events happen as the main conflict is resolved.

Falling Action

Rising Action

Resolution

Exposition

How does the book begin? _____

Setting - time: _____

place: _____

Who is the main character?

Protagonist: _____

From what point of view is the story told?

Identify the major conflicts or problems that Esperanza faces throughout the story.

Internal Conflicts

External Conflicts

How does the story end?

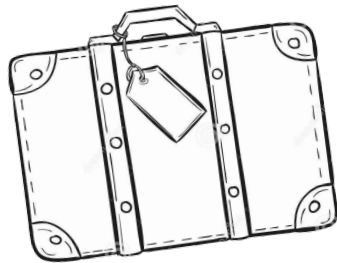
THEME - What universal truth or lesson is explored through the story?

Esperanza Rising Creative Project

Directions: Please read the following three options for your creative project. You must choose ONE option for your project. Be sure to include all of the requirements listed under each option. Checklists for each option are on the back of this sheet. Do your best work and use color, creativity, and your artistic skills. Your teacher may also have you present your project in front of your peers and display your projects in your classroom.

OPTION #1 - PACK A SUITCASE!

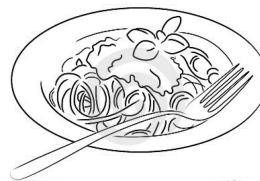
Pack a suitcase for Esperanza now that you know what challenges she will face in the United States. The suitcase can only include five things that she has gained throughout the novel. "Things" include both physical and non-physical items (such as character traits), and should not include items that Esperanza does not have access to (like an iphone or a million dollars). You can construct the suitcase with construction paper, a shoe box, or any other materials. You must be as creative as possible, since some of the "things" are not "physical" items. You must still represent them somehow in your suitcase.



Include a luggage tag that goes with your project. On the tag, you must write down the list of "things" that are in the suitcase, as well as why those items are inside. Please write complete sentences with good grammar and spelling. Remember, you must incorporate your knowledge of Esperanza's challenges as you carefully choose the items that go inside the suitcase.

OPTION #2 - CREATE A RECIPE!

Create a recipe that will nourish Esperanza and her mother as they face hardships in the United States. You should use at least 5 food and non-food ingredients that are significant to the plot. Create the food item with construction paper, clay, or any materials that you have access to. Since some of the ingredients are not actual food items (characteristic traits or qualities), you need to still represent them in a creative way. Don't forget spices and seasonings! You should name the food item, list out all the ingredients needed, the cooking time, temperatures (if applicable), and step-by-step instructions on how to prepare it. If you need some ideas on what a recipe looks like, go to allrecipes.com to see examples of recipes, and how they are written.



OPTION #3 - COMPOSE AN "I AM" POEM and CREATE A COLLAGE!

Complete this poem in the perspective of Esperanza. You learned a lot about her character throughout the novel. The first stanza should represent her character in the **beginning** of the book. The second stanza should reflect her character in the **middle** of the book. The last stanza should reflect her character at the **end** of the book. After you have ideas for your poem, create a collage around it with pictures that connect to the poem. This project option can be done on a google slide or construction paper. Your teacher will have a resource available to show you the template of an "I am" poem.



I am poem

I am _____
 I wonder _____
 I hear _____
 I see _____
 I want _____
 I am _____

I pretend _____
 I feel _____
 I touch _____
 I worry _____
 I cry _____
 I am _____

I understand _____
 I say _____
 I dream _____
 I try _____
 I hope _____
 I am _____

***Esperanza Rising* Creative Project Checklist**

After you have chosen the option you would like to create, please look over the checklist for that project. It is always a good idea to review a checklist before, during, and after you complete a project. This will help ensure that you included all of the elements that your teacher expects of you.

DUE DATE: _____

OPTION #1 - PACK A SUITCASE! CHECKLIST	OPTION #1 - CREATE A RECIPE! CHECKLIST	OPTION #3 - COMPOSE AN "I AM" POEM and CREATE A COLLAGE! CHECKLIST
<ul style="list-style-type: none"> <input type="checkbox"/> 5 or more physical and non-physical items are included in the suitcase. <input type="checkbox"/> The items inside the suitcase reflect the items and qualities that Esperanza needs to be successful in the United States. Every item must be relevant (on-topic) to the book. <input type="checkbox"/> The suitcase is made out of construction paper, a shoe-box, or any other materials that show creativity and effort. <input type="checkbox"/> The luggage tag includes a list of the items inside the suitcase, as well as explanations on why those items are included. <input type="checkbox"/> There is correct spelling and grammar on the luggage tag. <input type="checkbox"/> The items, suitcase, and luggage tag are completed neatly and show effort. <input type="checkbox"/> You have practiced your oral presentation of the suitcase and its contents. 	<ul style="list-style-type: none"> <input type="checkbox"/> 5 or more food and non-food items are included in the dish. <input type="checkbox"/> The ingredients listed for the recipe include food items and qualities that are going to nourish Esperanza and her mother as they experience a new life of challenges in the United States. All of the ingredients must be relevant (on-topic) to the book. <input type="checkbox"/> The actual dish (salad, soup, burrito, etc...) is made out of construction paper, clay, cardboard, or any materials that show creativity and effort. Please do not use "real" food, as it will spoil and rot inside the classroom. <input type="checkbox"/> The recipe includes the title of the dish, a list of ingredients, the cooking time, spices and seasonings, temperatures, and step-by-step instructions on how to prepare it. <input type="checkbox"/> There is correct spelling and grammar. <input type="checkbox"/> The dish and recipe show neatness and effort. <input type="checkbox"/> You have practiced your oral presentation of the recipe. 	<ul style="list-style-type: none"> <input type="checkbox"/> There are three completed stanzas in the poem. The first stanza must correlate with Esperanza's character at the beginning, the second stanza should be about her in the middle of the story, and the last stanza should connect to Esperanza's character at the end of the novel. <input type="checkbox"/> All of the lines reflect Esperanza's character as explored in the text (everything must be on-topic, relevant, and based on the book). <input type="checkbox"/> The collage connects directly with the poem. <input type="checkbox"/> The collage is completed creatively with colorful pictures and an interesting lay-out. <input type="checkbox"/> There is correct spelling and grammar. <input type="checkbox"/> The collage and "I am" poem can be completed electronically (google slides) or on construction paper, depending on your teacher's directions. <input type="checkbox"/> Both your collage and poem should show neatness and creativity. <input type="checkbox"/> You have practiced your oral presentation of the poem and collage.

Esperanza Rising Creative Project - Optional Templates (for teachers to print out)-- Suitcase Luggage Tag

NAME:		DEPARTING FROM: _____
		ARRIVING TO: _____
CONTENTS:	REASONS:	

Recipe Card

TITLE OF RECIPE: _____		
Preparation time: _____		Cooking Time: _____
		Serves: _____ people
Ingredients:	Directions:	

Esperanza Rising Creative Project - Optional Templates (for teachers to print out)

"I Am" Poem template

First Stanza (Esperanza's character at the beginning)

I am _____ and

_____.

I wonder

_____.

I hear

_____.

I see

_____.

I

want _____

.

I am (first line of the poem repeated)

_____.

Second Stanza (Esperanza's character in the middle)

I pretend

_____.

I feel

_____.

I touch

I worry

I cry

I am (first line of poem repeated)

Third Stanza (Esperanza's character at the end)

I understand

I say

I dream

I try

I am (first line of poem repeated)

Characterization Matrix: Esperanza at the *End* of the Novel

DIRECTIONS: Find examples of indirect characterization for **Esperanza** from the text. Copy those examples into the "Evidence" column then indicate what trait is shown in the "Trait" column.

	Traits	Evidence
Direct Characterization		

Indirect Characterization (T.A.B.L.E.S.)

<u>T</u>houghts and Emotions		
<u>A</u>ctions		
<u>B</u>ackground		
<u>L</u>ooks		
<u>E</u>ffect on Others		
<u>S</u>peech		

Summative Assessments

Assessment I: Informative/Explanatory Essay

As the title states, Esperanza rises above countless challenging experiences. Write an informative essay identifying how she changes over the course of the novel. Use textual evidence to show how her personality changed. Be sure to include examples from the beginning, middle, and end of the novel. You may use the work you've done over the course of the novel to assist you while you write.

Essay Structure

Introduction:

Hook

T.A.G.S.

Thesis at the end of the paragraph

Body Paragraphs:

Topic Sentence

Concrete Detail #1

Commentary #1

Concrete Detail #2

Commentary #2

Concluding Sentence

Conclusion:

All commentary

Includes a final thought

Description of Essay Terms

Introduction:

Hook: Interests the reader. This can be a question, quote, definition, story, etc.

T.A.G.S.: Include the title, author, genre, and say something about the novel that is related to the topic of the essay

Thesis: State the topic and the big ideas you are using to explain the topic

Body Paragraphs:

Your essay will have two to three body paragraphs, depending on your teacher's directions.

Topic Sentence: Introduces the big idea that is being discussed in this paragraph

Resource 16.1

Concrete Detail #1: A fact quoted or paraphrased from the novel. May start with “For example.”

Commentary #1: Say something about the concrete detail - what does it mean?

Concrete Detail #2: A fact quoted or paraphrased from the novel. May start with “In addition.”

Commentary #2: Say something about the concrete detail - what does it mean?

Concluding Sentence: Commentary that refers back to the topic sentence and rephrases the main idea

Conclusion:

Brings all the ideas from the essay together.

Relates to the thesis statement.

There are no new facts in this paragraph.

Reminders:

- Create a “Do/What” chart, so that your essay will fulfill the requirements of the prompt.
- Create an outline for your essay before you start writing.
- Be on topic. Always be sure that you are focusing on your thesis statement throughout the entire essay.
- Use transition words.
- Use scholarly language and the concept words from the novel.
- Use textual evidence throughout the essay. Please do not simply write out quotes. Use your own words, and always provide commentary and analysis.
- Use good spelling and grammar.
- Proofread your essay before turning it in.
- Your teacher may require you to type your essay. Please be sure to ask your teacher about formatting and how you should turn it in.
- Do your best!

Introduction:

Body Paragraph 1:

Body Paragraph 2:

Body Paragraph 3:

Conclusion:

	<p><i>Highlighting for Peer Response</i></p>
	<p><i>Use different colors (according to your teacher's directions) to find each of these in the rough draft on your left. This activity is designed to help you see a visual layout of what your essay is composed of. For example, if your essay does not have enough analysis, this means you need to incorporate more analysis into your final draft.</i></p>
	<p>COLOR: _____ Topic or Thesis (your main argument in the essay)</p>
	<p>COLOR: _____ Text Support (any examples, paraphrased ideas, or quotes from the text)</p>
	<p>COLOR: _____ Commentary (How does the writer ANALYZE what the text says?) - Analysis is NOT repetition. Analysis is how the writer connects and explains the textual evidence to the main argument.</p>

	<p>Read it and hear it: Try reading your essay out loud and listen to what you are reading. If there are any moments where you pause because your sentence structure or your explanations did not make sense, go ahead and make the revisions (changes) that would make it sound better. Be sure to read your entire essay out loud to hear it. Sometimes, what we write does not effectively capture what we mean. That's why it is important to read your essay and hear it out loud.</p> <p>_____ <i>Initial here after you have read your essay and made changes.</i></p> <p>Get it reviewed: If possible, ask a peer, a tutor, or a sibling to read over your essay and find any revisions that you can work on. Remember, before you make your rough draft into a final draft, you should make the necessary edits to make your final essay the best it can be!</p> <p>_____ <i>Initial here after your essay has been peer-edited.</i></p>

Character Analysis Essay Sentence Frames (*Source: AVID*)

You can use any of these sentence frames if you need extra help starting your sentences in your essay.

- In the (type of work) (title) by (author), (Character name) shows (trait) as she/he ...
- The author tells the reader that...
- This demonstrates (Character)'s (trait) because...
- When the author says ("quotation" or paraphrased example), the reader infers that (Character) is (trait) because...
- Another trait (Character) exhibits is...
- An example (Character)'s (trait) is....
- (Character)'s ability to _____ illustrates....
- That narrator's comment, "(quote)," suggests that (Character)...
- Even though the other characters don't describe (Character), the reader can infer that... because...
- Early in the story, the reader knows that (Character)when....
- Something (Character) does that gives the reader a glimpse of his/her personality is...
- When (Character)...., his/her (trait) becomes clear.
- Although the author never comes right out and says so, the reader can tell that... because ...
- Through what (Other Character or the author) says about (Character), the reader can determine...

Other words to use instead of "says" or "states":

Sometimes when writing essays with textual evidence, the phrases "The author states..." or "a character says," are used repeatedly.

Let's try to use varied words to bring in textual evidence!

argues	explains	requests	worries	ends	announces	declares	observes
asserts	comments	reasons	whispers	starts	admits	demands	questions
exclaims	confesses	thanks	yells	continues	begins	implies	points out
describes	proposes	warns	screams	reveals	clarifies	instructs	replies
illustrates	reminds	concludes	cries	affirms	cautions	maintains	remarks
answers	remembers	reveals	shouts	acknowledges	continues	notes	suggests
asks	remarks	wonders	promises	addresses	contributes	notifies	utters

Resource 16.4

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Examples / Support / Emphasis

in other words	notably	in fact
to put it differently	including	in general
for one thing	like	in particular
as an illustration	to be sure	in detail
in this case	namely	to demonstrate
for this reason	chiefly	to emphasize
to put it another way	truly	to repeat
that is to say	indeed	to clarify
with attention to	certainly	to explain
by all means	surely	to enumerate
important to realize	markedly	such as
another key point	especially	for example
first thing to remember	specifically	for instance
most compelling evidence	expressively	to point out
must be remembered	surprisingly	with this in mind
point often overlooked	frequently	
on the negative side	significantly	
on the positives ide		

Effect / Result / Consequence

as a result
under those circumstances
in that case
for this reason
henceforth

for
thus
because the
then
hence

consequently
therefore
thereupon
forthwith
accordingly

Opposition / Limitation / Contradiction

although this may be true
in contrast
different from
of course ..., but
on the other hand
on the contrary
at the same time
in spite of
even so / though
be that as it may
then again
above all
in reality
after all

but
(and) still
unlike
or
(and) yet
while
albeit
besides
as much as
even though

although
instead
whereas
despite
conversely
otherwise
however
rather
nevertheless
nonetheless
regardless
notwithstanding

Cause / Condition / Purpose

in the event that
granted (that)
as / so long as
on (the) condition (that)
for the purpose of
with this intention
with this in mind
in the hope that
to the end that
for fear that
in order to
seeing / being that
in view of

if
... then
unless

when
whenever
since
while

in case
provided that
given that
only / even if
so that
so as to
owing to
due to

because of
as
since
while
lest

inasmuch as

Space / Location / Place

in the middle
to the left/right
in front of
on this side
in the distance
here and there
in the foreground
in the background
in the center of

adjacent to
opposite to

here
there
next
where
from
over
near
above
below
down
up
under
between

further
beyond
nearby
wherever
around
before
alongside
amid
among
beneath
beside
behind
across

Time / Chronology / Sequence

at the present time
from time to time
sooner or later
at the same time
up to the present time
to begin with
in due time
until now
as soon as
as long as
in the meantime
in a moment
without delay
in the first place
all of a sudden
at this instant

after
later
last
until
till
since
then
before
hence

when
once
about
next
now
now that

henceforth
whenever
eventually
meanwhile
further
during
first, second
in time
prior to
forthwith
straightaway

by the time
whenever

immediately
quickly
finally

formerly
suddenly
shortly

instantly
presently
occasionally

Conclusion / Summary / Restatement

as can be seen
generally speaking
in the final analysis
all things considered
as shown above
in the long run
given these points
as has been noted
in a word
for the most part

after all
in fact
in summary
in conclusion
in short
in brief
in essence
to summarize
on balance
altogether

overall
ordinarily
usually
by and large
to sum up
on the whole
in any event
in either case
all in all

Conjunctions

Subordinating

than
rather than
whether
as much as
whereas

Comparison

That Rel.Pro.
what
whatever
which
whichever

after
as long as
as soon as
before
by the time
now that

Time

though
although
even though
while

Concession

Who Rel.Adj.
whoever
whom
whomever
whose

once
since
till
until
when
whenever
while

if
only if
unless
until
provided that
assuming that
even if
in case (that)
lest

Condition

where Place
wherever

how Manner
as though
as if

because Reason
since
so that
in order (that)
why

Correlative

as . . . as
just as . . . so
both . . . and
hardly . . . when
scarcely . . . when

either . . . or
neither . . . nor

if . . . then
not . . . but

what with . . . and
whether . . . or
not only . . . but also
no sooner . . . than
rather . . . than

Coordinating

F A N
For And Nor

B O
But Or

Y S
Yet So

Criterion	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
	5	4	3	2	1
Focus CCSS -W: <ul style="list-style-type: none"> • 2a • 4 	<ul style="list-style-type: none"> • Insightfully addresses all aspects of the prompt • Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> • Competently addresses all aspects of the prompt • Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> • Superficially addresses all aspects of the prompt • Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> • Partially addresses all aspects of the prompt • Introduces superficial or flawed topic(s) in a weak thesis statement or lacks a thesis statement 	<ul style="list-style-type: none"> • Minimally addresses all aspects of the prompt • Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/Structure CCSS – W: <ul style="list-style-type: none"> • 2a • 2c • 2f • 4 	<ul style="list-style-type: none"> • Skillfully orients reader to topic(s) in introduction and previews what is to follow • Thoroughly develops topic(s) with relevant body paragraphs • Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented • Clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Orients reader to topic(s) in introduction and previews what is to follow • Develops topic(s) with relevant body paragraphs • Provides a conclusion that follows from and supports information or explanation presented • Clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Partially orients reader to topic(s) in introduction and previews what is to follow • Superficially develops topic(s) with relevant body paragraphs • Provides a conclusion which repetitively or partially follows from and supports information or explanation presented • Clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs 	<ul style="list-style-type: none"> • Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow • Inadequately develops topic(s) with minimal body paragraphs • Provides a sense of closure, but may weakly articulate significance of the topic • Uses limited or inappropriate transition/linking words, phrases, and clauses 	<ul style="list-style-type: none"> • Fails to orient reader to topic(s) in introduction or introduction is missing • Fails to develop topic(s) with body paragraphs • Provides an inadequate conclusion or omits conclusion • Uses few to no transition/linking words, phrases, or clauses • Includes little or no discernible organization of ideas
Development CCSS -W: <ul style="list-style-type: none"> • 2 • 2b • 9 	<ul style="list-style-type: none"> • Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial • Shows insightful understanding of topic or text • Effectively integrates and cites credible sources* 	<ul style="list-style-type: none"> • Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient • Shows competent understanding of topic or text • Competently integrates and cites credible sources* 	<ul style="list-style-type: none"> • Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial • Shows superficial understanding of topic or text • Ineffectively integrates and cites sources* 	<ul style="list-style-type: none"> • Provides inadequate and/or irrelevant evidence to develop the topic • Shows limited or flawed understanding of topic or text • Incorrectly integrates/cites sources 	<ul style="list-style-type: none"> • Provides inaccurate, little, or no evidence to support topic • Shows no and/or inaccurate understanding of topic or text • Does not use or cite sources*
Language CCSS – L:** <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 CCSS -W: <ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • Skillfully uses varied sentence structure • Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) • Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structure • Contains few, minor errors in conventions • Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Lacks sentence mastery (e.g., fragments/run-ons) • Contains serious and pervasive errors in conventions • Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

*if applicable

**please refer to CCSS Language Progressive Skills, by grade

ELA 6th Grade Rubric Alignment to CCSS

Strand	6 th Grade Standards	7 th Grade Standards	
Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement; organize ideas, concepts, and information b. Using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, b. Using strategies such as definition, classification, comparison/contrast, and cause/effect; Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	
Language	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English.

Adapted from the Elk Grove Unified School District
Revised on 5.27.15

Resource 7.1

Socratic Seminar Guidelines

Before the Seminar

Read and prepare your text before the seminar using the Critical Reading Process (as developed in The Write Path English Language Arts: Exploring Texts with Strategic Reading).

1. Make sure you **understand your purpose for reading**. Follow the teacher's reading prompt, if provided.
2. **Pre-read** by previewing the text and determining how it is structured, thinking about any background information you already know or you discussed in class and noticing the questions you have before you read.
3. **Interact with the text** so you read it closely. This includes annotating by:

Marking the text

- Number the paragraphs
- Circle key terms
- Underline important parts of the text that are connected to your purpose for reading

Writing in the margins

- Write notes in the margins or use sticky notes to write your thoughts and questions
- Use Cornell notes, a dialectical journal or some other form of note-taking to keep track of your thoughts, being careful to note passages/paragraph numbers, page numbers, etc. You want to easily reference the text.

4. **Extend beyond the text** by writing several open-ended, higher-level questions that have no single right answer and will encourage discussion. Areas to consider for questions:
 - Ask "Why?" about the author's choices in the text, about a character's motivation, about a situation described in the text, etc.
 - Ask about viewpoint or perspectives (realist, pessimist, optimist, etc.).
 - Examine the title or tone of the text or connect to current issues, theme, etc.
 - Ask, "If the author were alive today, how would he or she feel about...?"
 - Ask questions that explore your own interpretation of the reading.
 - Ask about importance: "So what...?" "What does it matter that...?" "What does it mean that...?"

During the Seminar

Use all of your close reading to participate in a discussion that helps you understand the text at a deeper level. Be ready to discuss the text like the scholar you are!

1. Be prepared to participate and ask good questions. The quality of the seminar is diminished when participants speak without preparation.
2. Show respect for differing ideas, thoughts and values—no put-downs or sarcasm.
3. Allow each speaker enough time to begin and finish his or her thoughts—don't interrupt.
4. Involve others in the discussion and ask others to elaborate on their responses (See Student Handout: Academic Language Scripts for Socratic Seminar).

5. Build on what others say. Ask questions to probe deeper, clarify, paraphrase and add and synthesize a variety of different views in your own summary. Examples:
 - **Ask questions to probe deeper:** “Juan makes me think of another point: why would the author include...?” or “Sonya, what makes you think that the author meant...?”
 - **Clarify:** “I think what Stephanie is trying to say is...” or “I’m not sure I understand what you are saying, Jeff. What is...?”
 - **Paraphrase and add:** “Lupe said that... I agree with her and also think...”
 - **Synthesize:** “Based on the ideas from Tim, Shanequia and Maya, it seems like we all think that the author is...”
6. Use your best active listening skills: nod, make eye contact, lean forward, provide feedback and listen carefully to others.
7. Participate openly and keep your mind open to new ideas and possibilities.
8. Refer to the text often and give evidence and examples to support your response. Example: “The author has clearly stated in line 22 that...”
9. Discuss the ideas of the text, not each other’s opinions or personal experiences.
10. Take notes about important points you want to remember or new questions you want to ask.

After the Seminar

Think about what you’ve learned as a result of participating in the Socratic Seminar.

1. **Summarize:** Use writing to think about and **summarize the content** of the seminar, especially to capture new understandings of the text.

Examples of Summary Questions/Prompts:

- Based on this seminar, what are the most important points about this text?
- How does my understanding of the text connect to other things I’m learning?
- What major ideas do I better understand about this text because of this seminar?
- There are three main ideas I’m taking away from this seminar...

2. **Reflect:** Use writing to think about and **reflect on the process** of the seminar—both your contribution and the group’s process.

Examples of Reflection Questions/Prompts:

- How did I contribute to this discussion—what did I add to it?
- What questions do I now have as a result of this seminar?
- Who helped move the dialogue forward? How?
- At what point did the seminar lapse into debate/discussion rather than dialogue? How did the group handle this?
- Did anyone dominate the conversation? How did the group handle this?
- What would I like to do differently as a participant the next time I am in a seminar?

3. **Set Goals:** Be prepared to set goals for improvement in the next seminar.

Examples of Goal-Setting Questions/Prompts:

- What will I do differently to make the next seminar better?
- Two things I will do in the next seminar to be a more active listener...
- To be better prepared for the seminar, I will do _____ with the text.

Assessment II: Socratic Seminar

DIRECTIONS: As part of the final assessment, you will be participating in a Socratic Seminar. Please be sure to read through the AVID Socratic Seminar guidelines and be prepared with your questions and answers beforehand. The following questions will be used during our Socratic Seminar. In order to prepare, please answer these questions on the following handout using quotes (with page numbers) and examples from the text. Your answers should be several sentences long.

1. Do you think that Esperanza and her mother made the right choice to leave Mexico? Might they have had a better life in Mexico than in California?
2. Compare the conditions of the Mexican immigrants in the novel with immigrants from Mexico today. How have things changed? How have they stayed the same?
3. One of the major themes of the book is, “There is no rose without thorns” (p. 14). Do you agree or disagree? Do you think there is such a thing as a perfect life? Why or why not?
4. At the beginning of the novel, Esperanza tells Miguel that a deep river runs between them (p. 18). What does the river symbolize? Is there still a river between them at the end? Why or why not?
5. The novel ends with these words, spoken by Esperanza: “Do not ever be afraid to start over.” What do these words tell us about Esperanza’s character at the end of the book? How has she changed? What has she learned?

You can also come up with your own questions that you can ask during the Socratic Seminar. You are allowed to ask questions based on any or all of the texts reviewed in class, such as the non-fiction articles, photographs, and the novel. Your participation will be graded. Try your best to speak up at least three times, whether you are asking a question, answering a question, or responding to someone else’s ideas.

SOCRATIC SEMINAR PLANNING GUIDE

Questions I can ask (based on the text):

Answers I have prepared:

NOTES:

Socratic Seminar Observation Form

Your Name _____

Partner _____

Directions: Each time your partner does one of the following, put a check in the box.

A. Speaks in the discussion: (+)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

B. Looks at the person who is speaking: (+)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

C. Refers to the text: (+)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

D. Asks a question: (+)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

E. Responds to another speaker: (+)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

F. Interrupts another speaker: (-)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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G. Engages in side conversation: (-)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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After Discussion: What is the most interesting thing your partner said?

After Discussion: What would YOU like to have said in the discussion?

Score:

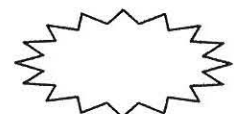
Total from all the checks
in boxes A – E

minus

Total from all the checks
in boxes F – G

=

Final participation score



Socratic Seminar Self-Assessment

Participant

Name: _____ Seminar Text: _____

Directions: *Score your performance in today's seminar using the following criteria:*
4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement

_____ I read the text closely, marked the text, and took notes in advance.

_____ I came prepared with higher level questions related to the text.

_____ I contributed several relevant comments.

_____ I cited specific evidence from the text to support an idea.

_____ I asked at least one thoughtful, probing question.

_____ I questioned or asked someone to clarify their comment.

_____ I built on another person's idea by restating, paraphrasing, or synthesizing.

_____ I encouraged other participants to enter the conversation.

_____ I treated all other participants with dignity and respect.

Overall Score (circle one): 1 1.5 2 2.5 3 3.5 4

Two goals I have for our next seminar are:

1.

2.

An area where I would like help: