

Esperanza Rising Unit - Teacher's Guide

Reading Timeline and CCSS Standards	Activities and Lessons
	<p>Essential Questions-</p> <ul style="list-style-type: none"> ● <i>How do our experiences cause us to change and grow?</i> ● <i>How can we effectively bring about change when faced with injustice in society?</i> ● <i>What separates or segregates people from one another? What brings them together?</i>
<p>LESSON 1 <i>Before reading</i></p>	<p><u>ANTICIPATION GUIDE</u>- Initiate conversations between students and build curiosity about the major themes explored in this novel.</p> <ul style="list-style-type: none"> ● Resource 1.1 - Anticipation Guide <ul style="list-style-type: none"> ○ Resource 1.1(T) - Tech/digital option: https://play.kahoot.it/#/k/333710c8-bb67-4d14-996a-2b6ccc5209c1 <p><u>GALLERY WALK</u> - Activate prior knowledge from the Road to Equality Unit and embed new images that capture the historical background and setting of the novel through posters, photographs, artwork, etc...</p> <ul style="list-style-type: none"> ● Resource 1.2 - Gallery Walk PDF - Print out the pictures and display them on walls in your classroom. <ul style="list-style-type: none"> ○ Resource 1.2 (T) - Tech/digital option: Google slide presentation - https://goo.gl/KX7PG1 ● Resource 1.3 - Gallery Walk Handout - Students can respond to the pictures in their notebooks using this handout, which provides the images as well as space for students to respond. <p><u>PHOTO CAPTION ACTIVITY</u> - Choose a photograph from the gallery walk and write out a caption in the template provided. Include a hashtag to sum up the main ideas or theme topics expressed through the photograph.</p> <ul style="list-style-type: none"> ● Resource 1.4 - Photo caption Activity - Snapchat or Instagram Template <p><u>PREZI - "Esperanza Rising Background Knowledge"</u></p> <ul style="list-style-type: none"> ● Resource 1.5 Prezi (Online Resource) http://prezi.com/2hqst7pjwwzx/?utm_campaign=share&utm_medium=copy ● Resource 1.6 Prezi Graphic Organizer - Students will write down notes as they view the Prezi with the class. There are three columns in this graphic organizer, which allows students to write details, explain their significance, and respond to the information presented. <p><u>AVID CONCEPT MAP ACTIVITY</u>-Students collaborative analyze and discuss key concepts using an AVID Concept Map.</p> <ul style="list-style-type: none"> ● Resource 1.7 Avid Concept Map Organizer - This graphic organizer provides students with the opportunity to understand key concepts that are essential for understanding and analyzing the novel. Students will write definitions, synonyms, antonyms, and sentences with the key concept words.

<p>LESSON2 Read "1924" (p. 1-3)</p>	<p>PURPOSE FOR READING - As students read, focus on these questions:</p> <ul style="list-style-type: none"> ● 1. Describe the setting of <u>Esperanza Rising</u>. What is the land like where Esperanza lives? Pay attention to details from the text to determine the answer. ● 2. What is Esperanza's relationship with her papa like? What evidence from the novel shows you what kind of relationship they have? <p>DOUBLE-ENTRY JOURNAL - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 2.1 - "1924" Journal <ul style="list-style-type: none"> ○ <i>Teacher's note: For the first few chapters, it is a good idea for students to work with you and the class, or with their peers to complete the journals before they can complete them on their own.</i>
<p>LESSON3 Read Las Uvas (p. 4-22)</p>	<p>PURPOSE FOR READING - As students read, focus on the following idea:</p> <ul style="list-style-type: none"> ● 1. Use evidence from the text to describe Esperanza's life. <p>DOUBLE ENTRY JOURNAL- Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 3.1 - "Las Uvas" Journal
<p>Take a moment...</p>	<p>CHARACTERIZATION MATRIX - Find examples of direct and indirect characterization from the text. Use textual evidence to analyze the main character. This matrix can be used to assist the students in drafting the Characterization Essay at the end of the unit.</p> <ul style="list-style-type: none"> ● Resource 3.2 Characterization Matrix Document "BEGINNING" - Students have a blank version of this matrix, while the teacher's edition has a partially filled-out version. Depending on the level of your students, provide students with the extra support of pre-selected quotes and page numbers that guide students as they analyze Esperanza. The teacher can either photocopy Version B, or fill in the boxes with the students who need the extra support. Another opportunity to track characterization will occur towards the end of the novel, when students will be completing the Characterization Matrix "END," to explore Esperanza's growth and transformation. <p>WEBQUEST - Explore online resources specifically curated to provide students to background knowledge, context, and additional information that will create a more meaningful and engaging reading experience.</p> <ul style="list-style-type: none"> ● Resource 3.3 Webquest (Online Resource) http://www.bcps.org/offices/lis/models/esperanzaeng6/studentresources.htm OR http://tg1206.wix.com/esperanza-rising-webquest#!(Select Process tab, Task 1 tab, Research for links tab to topics related to novel.) Essential Question: <ul style="list-style-type: none"> ○ How will an understanding of past events help us understand the current social issues in America ? ● Resource 3.4 Webquest Graphic Organizer: Students select a topic to research and report on to their peers. The graphic organizer allows them to jot down facts and details, explain their significance, and personally respond to this new information they discover through the research process.

	<p>LITERARY DEVICES - Identify and explore various literary devices utilized by the author.</p> <ul style="list-style-type: none"> ● Resource 3.5 Literary Devices PDF <ul style="list-style-type: none"> ○ Resource 3.5(T) - Tech/digital option Google Slide Presentation- https://goo.gl/tbyB04 - This presentation provides definitions and examples for the main literary devices for this unit (foreshadowing, imagery, metaphor, personification, simile, and symbolism). ● Flashcard Activity (directions are included in Resource 3.5) - Create flashcards with examples and images to help students remember the various literary devices, what they are, and how they are used. ● Resource 3.6 Literary Devices List - A list of the main literary devices, definitions, and examples for this unit is provided. <p>CLOSE-READING NONFICTION TEXTS (Mexico) - Read and annotate an informational text about the social and political context of Mexico during the 1920s. Then, discuss new information and ideas learned with peers and the rest of the class.</p> <ul style="list-style-type: none"> ● Resource 3.7 Annotation Symbols - Use these symbols to annotate the text ● Resource 3.8 Close-Reading - Background Texts about Mexico in the 1920s
<p>LESSON4 <i>Read</i> Papayas <i>(p. 23-38)</i></p>	<p>PURPOSE FOR READING - As students read, focus on the following question:</p> <ul style="list-style-type: none"> ● 1. What challenges do the characters face? <p>DOUBLE-ENTRY JOURNAL - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 4.1 - “Papayas” Journal
<p>LESSON5 <i>Read Figs</i> <i>(p. 39-57)</i></p>	<p>PURPOSE FOR READING - As students read, focus on the following question:</p> <ul style="list-style-type: none"> ● 1. How do the characters respond to the challenges they face? <p>DOUBLE-ENTRY JOURNAL - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 5.1 - “Figs” Journal
<p><i>Take a moment...</i></p>	<p>LITERATURE CIRCLES - DISCUSSION #1 (p. 1-57) - Discuss the novel with one’s peers by taking on a specific role to analyze the text. This will be the first of four Literature Circle discussions throughout this unit.</p> <ul style="list-style-type: none"> ● Resource 5.2 - Norms for Collaborative Discussions - Use this handout to provide norms in your classroom, and to read the Literature Circle Teacher Directions ● Resource 5.3 - Literature Circle Handout: Discussion #1 - This handout provides specific descriptions for each role (Discussion Director, Connector, Visualizer, and Predictor), as well as sentence starters, and group discussion notes prompts. <p>SYMBOLISM PROJECT - Column 1 - Create a symbol for Esperanza in the beginning, middle, and end and explain how that symbol represents Esperanza’s change throughout the plot. This will provide support for the summative writing assessment.</p> <ul style="list-style-type: none"> ● Resource 5.4 - Using Symbols to Analyze Esperanza Changing - “beginning” (Column 1)

	<ul style="list-style-type: none"> ○ <i>Teacher’s note: As students will need to start thinking abstractly, it is a good idea to pull textual evidence with the students, and come up with a symbol as a class. The second symbolism column can be done with a partner, and the final symbolism column can be completed at a more autonomous level.</i>
<p>LESSON6 Read Guavas (p. 58-80)</p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following question:</p> <ul style="list-style-type: none"> ● 1. Describe Esperanza’s journey to the United States and the judgments she makes about others. <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 6.1 - “Guavas” Journal
<p><i>Take a moment...</i></p>	<p><u>READ THE AUTHOR’S NOTE</u> - Have students read the Author’s Note at the end of the book (pages 255-262) and discuss how the story is loosely based on the author’s own family background. Take a moment to have a classwide discussion about family heritage and how authors often use inspiration from their real lives to shape the characters and stories they write about. This connection will emphasize the authenticity of the experiences explored in the novel and refresh students’ engagement with the text. There is no resource for this segment, as students and the teacher should engage in an organic discussion.</p>
<p>LESSON7 Read Cantaloupes (p. 81-99)</p> <p><i>Take a moment...</i></p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following question:</p> <ul style="list-style-type: none"> ● 1. Describe Esperanza’s first reactions as she arrives in the United States and encounters new people. <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 7.1 - “Cantaloupes” Journal <p><u>LITERATURE CIRCLES - DISCUSSION #2 (p. 58-99)</u> - Discuss the novel with one’s peers by taking on a specific role to analyze the text. This is the second of four Literature Circle discussions throughout this unit.</p> <ul style="list-style-type: none"> ● Resource 7.2 - Literature Circle Handout: Discussion #2 - This handout provides specific descriptions for each role (Discussion Director, Connector, Visualizer, and Predictor), as well as sentence starters, and group discussion notes prompts. <p><u>STRIKE, UNION, BOYCOTT! CURRENT EVENT ARTICLE</u> - Learn about terms like strike, union, and boycott, and how these ideas are still relevant today.</p> <ul style="list-style-type: none"> ● Resource 7.3 - “Fast food Workers Strike...” (USA TODAY) - Read and annotate the text before having a classwide discussion about what motivates workers to strike and how striking and boycotting can have negative or positive consequences.

	<p>SETTING ACTIVITY and GOOGLE LIT. TRIP - Take a journey through Google Lit. Trips. Students can explore the views of Aguascalientes and the San Joaquin Valley before drawing out the two settings and determining how setting affects mood.</p> <ul style="list-style-type: none"> ● Resource 7.4 - Google Lit. Trip - TEACHER GUIDE + Getting Started with Google Lit. Trips Handout - This handout explains how to access the premade Google Lit. Trip for the novel, <i>Esperanza Rising</i>. There is no need to create a new Lit. Trip, as an excellent one already exists and can be directly sent to your email ready for download. ● Resource 7.5 - Setting Activity - Draw out the two settings, and identify adjectives, verbs, nouns, and the mood associated with the two different settings.
<p>LESSON 8 Read Onions (p. 100 - 120)</p>	<p>PURPOSE FOR READING - As students read, focus on the following question:</p> <ul style="list-style-type: none"> ● 1. What new challenges are there for Esperanza in the camp? How does she handle these challenges? <p>DOUBLE-ENTRY JOURNAL - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 8.1 - “Onions” Journal
<p>Take a moment...</p>	<p>PARALLEL TIMELINE - Follow the historical events that have shaped the environment of unique struggles in Esperanza’s community and life.</p> <ul style="list-style-type: none"> ● Resource 8.2 - PARALLEL TIMELINE - This two-column timeline places historical events alongside prompts that ask students to write how such events impacted the lives of the characters in the novel. Please fill out only the parts that go up to p. 120, and save the rest to revisit at a later time. Page numbers are listed for each box/event. <ul style="list-style-type: none"> ○ <i>Teacher’s note: It might be a good idea to change this lesson to a classwide activity and create a giant timeline on the wall, as you continue to revisit it and add to it with the entire class.</i>
<p>LESSON 9 Read Almonds (p. 121 - 138)</p>	<p>PURPOSE FOR READING - As students read, focus on the following question:</p> <ul style="list-style-type: none"> ● 1. As Esperanza faces new challenges at the camp, what new discoveries does she make about herself and those closest to her? <p>DOUBLE-ENTRY JOURNAL - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 9.1 - “Almonds” Journal
<p>LESSON 10 Read Plums (p. 139 - 157)</p>	<p>PURPOSE FOR READING - As students read, focus on the following idea:</p> <ul style="list-style-type: none"> ● Describe how Esperanza is changing. <p>DOUBLE-ENTRY JOURNAL - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 10.1 - “Plums” Journal

<p>Take a moment...</p>	<p><u>LITERATURE CIRCLES - DISCUSSION #3 (p. 100-157)</u> - Discuss the novel with one’s peers by taking on a specific role to analyze the text. This is the third of four Literature Circle discussions throughout this unit.</p> <ul style="list-style-type: none"> ● Resource 10.2 - Literature Circle Handout: Discussion #3 - This handout provides specific descriptions for each role (Discussion Director, Connector, Visualizer, and Predictor), as well as sentence starters, and group discussion notes prompts. <p><u>SYMBOLISM PROJECT - Column 2</u> - Create a symbol for Esperanza in the beginning, middle, and end and explain how that symbol represents Esperanza’s change throughout the plot. This will provide support for the summative writing assessment.</p> <ul style="list-style-type: none"> ● Resource 5.4 - Using Symbols to Analyze Esperanza Changing - “middle” (Column 2) <ul style="list-style-type: none"> ○ <i>Teacher’s note: As students will need to start thinking abstractly, it is a good idea to pull textual evidence with the students, and come up with a symbol as a class. The second symbolism column can be done with a partner, and the final symbolism column can be completed at a more autonomous level.</i>
<p>LESSON 11 Read Potatoes (p. 158 - 178)</p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following goal:</p> <ul style="list-style-type: none"> ● Describe how Esperanza is changing and what her motivations are for such change. <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 11.1 - “Potatoes” Journal
<p>Take a moment...</p>	<p><u>CLOSE-READING NONFICTION TEXTS</u> - Read about repatriation and forced deportation during the Depression. Explore the complexities of race, poverty, and public policy, and how it impacted hundreds of thousands of Mexican families in America.</p> <ul style="list-style-type: none"> ● Resource 11.2 Repatriation Nonfiction Article - “Forced Deportation of Mexicans During the Depression” (DEMAND MEDIA) and Text-based Questions ● Resource 11.3 Picture This: California Perspectives on American History - Close-read and Annotation <ul style="list-style-type: none"> ○ <i>Teacher’s Note: There are two articles. Choose one or both, or split your class in half and assign two different readings!</i> ● Resource 11.4 Cornell Notes - Students can write their notes down as they read, review their notes, and write questions on the left-side about their notes. The Essential Question is already provided for students to answer in the summary section of the handout.
<p>LESSON 12 Read Avocados (p. 179 - 198)</p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following goal:</p> <ul style="list-style-type: none"> ● What problems do the characters face? How do they respond? <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 12.1 - “Avocados” Journal

<p>Take a moment...</p>	<p><u>PRO/CON THINKING MAP AND ARGUMENTATIVE SPEECH</u>- Using evidence from the text and the non-fiction readings in this unit, think about the pros and cons of striking, and create a corresponding thinking map. Then, compose an argumentative paragraph, that will become a 1-2 minute speech in which you argue for the strike or against the strike.</p> <ul style="list-style-type: none"> ● Resource 12.2 Pro/Con Thinking Map and Speech Handout - This document provides space for students to create a thinking map and to write out their 1-2 minute speeches. The structure of the “argumentative paragraph” is outlined on this handout.
<p>LESSON 13 Read Asparagus (p. 199 - 213)</p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following goal:</p> <ul style="list-style-type: none"> ● On page 195, Marta’s mother tells Esperanza, “We all do what we have to do.” Think about this comment as you read the next chapter. Do you think the workers should strike? <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 13.1 - “Asparagus” Journal
<p>LESSON 14 Read Peaches (p. 214 - 233)</p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following goal:</p> <ul style="list-style-type: none"> ● Compare and contrast Esperanza to the other characters in the novel. How is she similar to the other characters? How is she different? <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 14.1 - “Peaches” Journal
<p>Take a moment...</p>	<p><u>LITERATURE CIRCLES - DISCUSSION #4 (p. 158-233)</u> - Discuss the novel with one’s peers by taking on a specific role to analyze the text. This is the last Literature Circle discussion.</p> <ul style="list-style-type: none"> ● Resource 14.2 - Literature Circle Handout: Discussion #4 - This handout provides specific descriptions for each role (Discussion Director, Connector, Visualizer, and Predictor), as well as sentence starters, and group discussion notes prompts.
<p>LESSON 15 Read Grapes (p. 234 - 253)</p>	<p><u>PURPOSE FOR READING</u> - As students read, focus on the following goal:</p> <ul style="list-style-type: none"> ● Describe how Esperanza has changed. What defined her in the beginning of the book, and what defines her now? <p><u>DOUBLE-ENTRY JOURNAL</u> - Analyze quotes, proverbs, and titles, answer comprehension questions, and explore important language embedded in the chapter.</p> <ul style="list-style-type: none"> ● Resource 15.1 - “Grapes” Journal
<p>End with...</p>	<p><u>SYMBOLISM PROJECT - Column 3</u> - Create a symbol for Esperanza in the beginning, middle, and end and explain how that symbol represents Esperanza’s change throughout the plot. This will provide support for the summative writing assessment.</p> <ul style="list-style-type: none"> ● Resource 5.4 - Using Symbols to Analyze Esperanza Changing - “end” (Column 3) <ul style="list-style-type: none"> ○ <i>Teacher’s note: As students will need to start thinking abstractly, it is a good idea to pull textual evidence with the students, and come up with a symbol as a class. The second symbolism column can be done with a</i>

partner, and the final symbolism column can be completed at a more autonomous level.

PLOT DIAGRAM ACTIVITY - Trace the major events in the novel and identify the major conflicts as students determine which parts of the plot are the exposition, rising action, climax, falling action, and resolution.

- **Resource 15.2 - Plot Diagram Handout** (review elements of plot structure, foreshadowing, theme, conflict, and symbols).

CREATIVE PROJECT - Analyze the tools, traits, and lessons that Esperanza has gained through her challenges by packing a suitcase, inventing a recipe, or composing a poem! Choose one of three choices. All choices include a writing, art, and speaking components.

- **Resource 15.3 Creative Project Handout** - Directions, checklists, and templates for all three choices are included in this handout.

CHARACTERIZATION MATRIX - Find examples of direct and indirect characterization from the text. Use textual evidence to analyze the main character. This matrix can be used to assist the students in drafting the Characterization Essay at the end of the unit.

- **Resource 15.4 Characterization Matrix Document “END”** - Students have a blank version of this matrix, while the teacher’s edition has a partially filled-out version. Depending on the level of your students, provide students with the extra support of pre-selected quotes and page numbers that guide students as they analyze Esperanza. The teacher can either photocopy Version B, or fill in the boxes with the students who need the extra support. Students should use both the “beginning” and “end” matrices to help plan out their essay.

LESSON 16

Summative Assessment - Essay

SUMMATIVE ASSESSMENT 1 - ESSAY

- **Resource 16.1 Essay Prompt** - *“As the title states, Esperanza rises above countless challenging experiences. Write an 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.”*
- **Resource 16.2 Essay Outline** - Students can use this to plan out their essays. *The last body paragraph box is optional, as the prompt states that students should write 4-5 paragraphs.*
- **Resource 16.3 Rough Draft + Revision Activity** - Students can use this resource to write out their rough drafts and complete the highlighting, revision, word choice, read-aloud, and peer-revision activity on the right-column.
- **Resource 16.4 Sentence Starters, Transition Words, and Other words than “says”** - This handout is for students who need the extra support as they write their essays. They can refer to this sheet as they write their rough drafts. The second half of this handout includes a list of words that students can use instead of the word “says” as they will be using textual evidence throughout their essays.
- **Resource 16.5 Essay Rubric** - Use the SAUSD scoring guide to evaluate students’ essays. There is also an additional student-friendly rubric provided in the teacher’s edition. It has a different scoring system than the SAUSD rubric, and can be used instead, depending on the teacher’s preference.

LESSON 17

*Summative
Assessment
- Socratic
Seminar*

SUMMATIVE ASSESSMENT 2 - SOCRATIC SEMINAR

- **Resource 17.1 AVID Socratic Seminar Guidelines** - Use this to prepare your students for the Socratic Seminar
- **Resource 17.2 Socratic Seminar Directions and Prepared Questions** - Since students are in the 6th grade, five questions have already been prepared for the Socratic Seminar. Have your students come up with their own questions in addition to the five that have already been provided.
- **Resource 17.3 Socratic Seminar Planning Guide** - Students can use this handout to prepare their questions and answers for the Socratic Seminar.
- **Resource 17.4 Socratic Seminar Extra Questions** - Use this resource of additional questions to create an “Emergency pile” that you can place face-down in the middle of the circle. These questions can be accessed by students if and when the conversation starts to slow down.
- **Resource 17.5 Socratic Seminar Observation Checklist** - This document is an AVID rubric, that allows partners to assess each other’s participation skills during the discussion. This is best used when there is an outside circle and inside circle, so that students in the outside circle have an activity they must do as they observe the inside circle. Students in the inside circle can also get help from their outside circle buddy if and when they need extra help.
- **Resource 17.6 Socratic Seminar Self-Assessment (participant)** - This AVID resource is great for students to self-reflect after the Socratic Seminar.