C.I.A.
Collect · Interpret · Apply
Unit of Study

6TH GRADE
VOLUME 6.3

Historical Fiction
Esperanza Rising

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Requests for such permissions should be addressed to:

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Welcome to the C. I. A. Unit of Study for *Esperanza Rising*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach.* I hope you enjoy guiding your students through the authentic work of expert readers!

Esperanza Rising, by Pam Muñoz Ryan, is a historical fiction novel that tells about a young girl's immigration to the United States from Mexico in the 1930s. Students will read about the hardships the Mexican people endured as they came to the United States in search of opportunity.

This unit of study connects well to the previous unit, 6.2, *Children of the Dust Bowl,* in which students learned about the migration of the Okies to California during the same time period. Students will naturally make connections between the hardships the Okies faced and the hardships the Mexican people faced as they struggled to survive in the harsh conditions of migrant farm labor camps.

Throughout this unit of study, students will read various supporting articles about the people and events of this time period. In addition, they will link the issues the Mexican people faced in the past to issues this group of people still faces today.

Notes taken from multiple sources throughout the unit of study will support a formal writing piece that students will write at the conclusion of the unit. This formal writing piece will explain the political and economic challenges the Mexican people who migrated to the United States faced, and will also highlight the strength of this group of people.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the Great Depression. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

Before starting this unit of study with your students, you will want to read and label a copy of the book *Esperanza Rising,* to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:
- Designating a reading block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

Alignment to the Common Core State Standards

All lessons in this unit of study are aligned to our nation's Common Core State Standards (Common Core State Standards Initiative [CCSSI], 2010). At the beginning of each lesson, you will see an outline of the learning targets for that particular day. The following abbreviations are used to link these targets to the Common Core State Standards:

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
W	Writing Standards
SL	Speaking and Listening Standards
L	Language Standards

Each yearlong series of C. I. A. read-aloud units, partnered with the C. I. A. Book Club Teacher's Guides, provides a comprehensive English language arts curriculum for a particular grade-level, from grade 3 to grade 6. All C. I. A. read-aloud and book club units are available at readsidebyside.com/shop/. These units expose students to grade-level and above standards, in text that is matched to the complexity bands of the Common Core State Standards.

To download a copy of the Common Core State Standards, visit http://www.corestandards.org/the-standards.

To download a copy of the vertical progressions of the Common Core State Standards, and additional Common Core resources, visit readsidebyside.com.

Esperanza Rising **Unit of Study—Distribution of Standards**

Distribution of Common Core State Standards, C. I. A. Unit of Study: Historical Fiction, *Esperanza Rising*, 6.3

Reading Standards for Literature (RL)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Key Ideas and Details																																
#1 Read closely / Monitor comprehension / Support thinking	X			X	X	X	X	X		X		X	X	X	X	X	X									X						
#2 Determine theme / Determine author's message / Summarize the text											X							X	X	X	X	X	X	X			X					
#3 Analyze story elements	X			X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X									
Craft and Structure																																
#4 Recognize author's craft / Recognize intertextuality				X	X	X	X	X		X							X															
#5 Analyze text structure / Infer genre / Compare multiple genres	X			X	X	X	X	X		X		X	X	X		X	X	X	X	X	X	X	X	X								
#6 Recognize point of view / Compare points of view / Recognize author's perspective				X	X	X	X	X		X							X							X		X						
Integration of Knowledge																																
#7 Connect to other representations of the topic (visual, oral)					X									X			X															
#8 (Not applicable to literature)																																
#9 Compare and contrast themes across 1 genre																																

By the end of the year, read and comprehend literature in the grades 6-8 text complexity band proficiently, with scaffolding as needed.

Reading Standards for Informational Text (RI)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Key Ideas and Details																																
#1 Read closely / Monitor comprehension / Support thinking		x	x						x								x								x			x	x	x	x	
#2 Identify main idea and details / Summarize the text		x							x								x								x			x	x	x	x	
#3 Identify sequence of events / Recognize cause and effect		x	x						x								x								x							
Craft and Structure																																
#4 Recognize author's craft									x								x															
#5 Analyze text structure: Compare/Contrast Problem/Solution Cause/Effect			x																						x							
#6 Recognize point of view / Compare points of view / Recognize author's perspective																	x								x							
Integration of Knowledge																																
#7 Connect to other representations of the topic (visual, oral)		x							x								x								x			x	x	x	x	
#8 Explain author's use of reasons and evidence to make a point																												x	x	x	x	
#9 Integrate text on 1 topic		x							x																x				x	x	x	

By the end of the year, read and comprehend informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed.

Esperanza Rising Unit of Study

Language Standards (L)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Conventions of Standard English																																
#1 Follow rules of English grammar and usage	Not explicitly taught in this unit of study. Students are expected to use proper English grammar and usage when writing and speaking in this unit. Supplement the unit with grammar and usage lessons as needed.																															
#2 Follow rules of English capitalization, punctuation, and spelling	Not explicitly taught in this unit of study. Students are expected to use proper English capitalization, punctuation, and spelling when writing. Supplement the unit with lessons on these topics as needed.																															
Knowledge of Language																																
#3 Convey ideas precisely; Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vocabulary Acquisition and Use																																
#4 Monitor meaning of unknown words: Context, Morphemes, Reference materials		X	X	X	X	X	X	X	X			X	X	X	X		X		X	X	X	X	X	X	X							
#5 Comprehend language: Figurative language, Word relationships, Idioms, adages, proverbs, Synonyms, Antonyms		X	X	X	X	X	X	X	X	X		X	X	X	X				X	X	X	X	X	X	X							
#6 Acquire and use grade-appropriate vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Speaking and Listening Standards (SL)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Comprehension and Collaboration																																
#1 Express ideas clearly / Build on others' ideas / Respond to questions / Summarize discussions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
#2 Paraphrase after listening to text read aloud / Paraphrase after listening to a presentation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
#3 Identify reasons and evidence given by a speaker																																
Presentation of Knowledge and Ideas																																
#4 Speak clearly / Speak with a good pace	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
#5 Present with media support																																x
#6 Use formal English when appropriate to the task	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Distribution of Common Core State Standards, C. I. A. Unit of Study: Historical Fiction, *Esperanza Rising*, 6.3

Writing Standards (W)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Text Types and Purposes																																
#1 Write an opinion piece																								X								X
#2 Write an expository piece											X																X					X
#3 Write a narrative piece																																
Production and Distribution of Writing																																
#4 Write clearly / Organize appropriately / Consider task, purpose, and audience											X													X			X					X
#5 Strengthen writing through the stages of the writing process																																X
#6 Produce and publish writing using technology																																X
Research to Build and Present Knowledge																																
#7 Investigate different aspects of 1 topic																																X
#8 Recall information / Gather information / Take notes/categorize	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
#9 Draw evidence											X						X	X	X	X	X	X	X	X			X	X	X	X	X	X
Range of Writing																																
#10 Write for an extended time																																X
#10 Write for a short time											X													X			X					

Esperanza Rising Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to culture, overcoming hardships, the spirit of optimism, and the historical importance of how a group of people lived in past times.	The Lexile level for *Esperanza Rising* is 750, based on word frequency and sentence length. This is in the high range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure The narrative of this historical text is told in sequential order. Cause and effect relationships contribute to the overall structure of this text.	**READER TASK CONSIDERATIONS** These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.
Language Conventionality and Clarity Historical language adds depth to the language of this text. In addition, Spanish phrases and vocabulary are incorporated throughout the text.	
Knowledge Demands Students will need to have a great deal of background knowledge about Mexican history as well as American history in the time period around the Great Depression.	

Mini-Lesson

Vocabulary Routine: *patient* **vs.** *impatient* **(L 4, 5)**
The root 'pati' means *suffering* **or** *enduring*. **The suffix 'ent' makes this word an adjective. The prefix 'im' means** *not*.

Instructional Read-Aloud

In these chapters…Esperanza is six years old when her father tells her that the land is alive. He takes her out to the vineyards, where they lie on the ground and listen to the heartbeat of the land. Six years later, it is time for the grape harvest. Esperanza is especially excited for the harvest because it will fall on her 13th birthday.

In this lesson…you will model how good readers keep track of important characters and details about them. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. You will also demonstrate adding notes to the Romanticism Chart.

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Infer character traits

Show understanding of story elements (RL 3)
- Character

Analyze how word choice shapes meaning and tone (RL 4)

Use what you know about genre to help you understand the story better (RL 5)

Identify and explain the style of the text (RL 6)
- Romanticism

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers think about the style of the book in order to help them understand the book better.

Teach:

Today I am going to teach you…

…that good readers identify important characters and notice details about them. This is something that readers focus on doing as they read the exposition of the book, which is where the author introduces the characters to the reader.

You are each going to make a character list in your reader's notebook as we read the exposition. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Watch me as I model how I think about who the important characters are as I'm reading.

Today we will be using this stem for turn and talk:
When the book said_____, I thought this was an important detail because_____. This helps me understand _____.

Open your reader's notebooks to a clean page and title it **Character List.** As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.

Read the Mexican proverbs on the opening page.

Discuss: What do you think these proverbs mean? What might they have to do with the story we are about to read?

Begin reading chapter 1 of *Esperanza Rising*, starting on page 1.

Model:

Stop after: "Watch your fingers." (p. 4)

In this first part of our story, the author has introduced us to two fictional characters. We know that the main character of our story is Esperanza and that she is now twelve years old.

(Model adding Esperanza's name to the character list.)

When the book said Esperanza was an only child and her papa's pride and glory, **I thought this was an important detail because** it tells me that Esperanza is important to her parents. **This helps me understand** that she might be spoiled.

(Model adding these details to the character list.)

We also met Esperanza's papa in this section of the text.

(Model adding Papa to the character list.)

When the book said Papa was a wealthy rancher, **I thought this was an important detail because** it tells me that Papa is part of the upper class. **This helps me understand** that he is probably a Creole—someone born in Mexico to Spanish parents.

(Model adding these details to the character list.)

Guided Practice:

Stop after: "And for her birthday." (p. 7)

Who are the important characters? What details did you learn about them?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was an important detail because _____. This helps me understand _____.

(Model adding characters and details about them to the character list.)

Guided Practice:

Stop after: "Or without being surrounded by people who adored her." (p. 8)

Who are the important characters? What details did you learn about them?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was an important detail because _____. This helps me understand _____.

(Model adding characters and details about them to the character list.)

Stretch It:

Please take out the Romanticism Chart.

One of the characteristics of romantic literature is the way in which nature is portrayed as being beautiful. In romantic literature, nature is an extension of both man and God. Nature seems almost human.

When the book said that the land is alive and the earth breathes and has a heart, **I thought this was an important detail because** it helps me understand that this book is written in the romantic style.

(Model adding these examples to the Romanticism Chart.)

Discuss: Is there any other evidence in the text to show that it is written in the romantic style?

(Model adding these examples to the Romanticism Chart.)

Link:

Today and every day when you read…
…I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

The following list is a sample showing what your co-created list _might_ look like:

Character List

Esperanza - 12 years old
Ortega   An only child
            Her papa's pride & glory
            Surrounded by people who
               adore her

Papa - A wealthy rancher
       Part of the upper class
       Born in Mexico to Spanish parents
       Name: Sixto Ortega

Mama - Tall and elegant
       Name: Ramona Ortega
       Head of the household

Marisol - Esperanza's best friend
Rodríguez   Neighbor

The following list is a sample showing what your co-created chart *might* look like:

Romanticism Chart

Romantic Characteristics	Description of Characteristics
Nature as beauty	• Nature is an extension of man • The breath of God fills both man and earth • One's inmost self is touched by the beauty of nature
Examples from *Esperanza Rising*	
"Our land is alive." p.1 The earth breathes and has a heart. p.1 "Her body was breathing with the earth's." p.3	
Nature as truth	• Pleasure mixed with pain • Beauty mixed with terror
Examples from *Esperanza Rising*	

Mini-Lesson

Vocabulary Routine: *selfish* **vs.** *unselfish* **(L 4, 5)**
The base word 'self' means *a person's nature or character.* **The suffix 'ish' makes the word an adjective. The prefix 'un' means** *not.*

Instructional Read-Aloud

In this chapter…Esperanza is surprised to see that they will be riding in a train car with peasants. Esperanza is irritable and not very nice to the poor people on the train. Esperanza does not understand why her mother is acting differently.

In this lesson…you will be modeling how readers keep track of ironic events while reading.

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Determine importance

Show understanding of important story elements (RL 3)
- Plot—important events

Use knowledge of genre to help determine importance (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers synthesize their understanding of the exposition by writing a retell summary.

Teach:

Today I am going to teach you…

…that good readers think about the author's craft as they read. Author's craft is simply the tools and techniques an author uses to draw the reader into the text and communicate his or her message.

Today we are going to be looking at examples of situational irony. Situational irony occurs when an event in a story directly contradicts a character's expectations.

Watch me as I model how I think about how the events in the story contradict what Esperanza thought her life would be.

Today we will be using this stem for turn and talk:
When the book said _____, I thought this was ironic because _____. This helps me understand _____.

Open up your reader's notebooks to a clean page and title it **Situational Irony**. Below this title, draw a T-chart. Label the left side of the T-chart **Now** and the right side of the T-chart **Then**. As we compare what Esperanza's life was like before her father's death to what her life is like after his death, you will each copy down the information on your own T-chart in your reader's notebook.

📖 **Begin reading chapter 5 of *Esperanza Rising*, starting on page 65 where it says, "Esperanza stood at the station in Zacatecas."**

Model:

📖 **Stop after:** "After the discomfort of the wagon, she was looking forward to the train." (p. 66)

When the book said that Esperanza wore a second-hand dress, **I was thinking this was ironic because** in the beginning of the book, Esperanza wore silk dresses and ribbons in her hair. **This helps me understand** that Esperanza is no longer wealthy.

(Model adding this information to the T-chart.)

Guided Practice:

Stop after: "…at least we will be together." (p. 67)

Which events in this part of the text are ironic?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was ironic because _____. This helps me understand _____.

(Model adding this information to the T-chart.)

Guided Practice:

Stop after: "Otherwise, she would have been reminded of her own selfishness and Mama's disapproval for miles to come." (p. 72)

Which events in this part of the text are ironic?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was ironic because _____. This helps me understand _____.

(Model adding this information to the T-chart.)

Stretch It (Optional):

Good readers show empathy for characters. When you empathize with a character, you take on the feelings of the character; you feel the way the character is feeling. When you empathize with characters you almost feel like you are in the story.

Discuss: What character do you empathize with, and why?

Link:

Today and every day when you read…
…I want you to think about the author's craft as you read.

The following list is a sample showing what your co-created list *might* look like:

Situational Irony

Now	Then
Esperanza wears a second-hand dress. p.65	Esperanza wore silk dresses and ribbons in her hair.
Esperanza can only afford to ride in the train car that is crowded with peasants. p.66	Esperanza rode in the fancy car with leather seats and white linens.
Esperanza's only luxury is her doll. p.70	Esperanza gave her old toys to the orphanage.

Instructional Read-Aloud

In this chapter…it is the day of the Jamaica. The women bathe and get ready for the fiesta. Marta comes to the fiesta with a group of people, and they try to rally everyone to strike but are driven away.

In this lesson…you will be modeling how readers think about what the author is trying to tell them as they read. They come up with a theory about the author's message at the end of quadrant 2, at the center of the rising action. This theory becomes a line of thinking that they will focus on as they read the rest of the book. You will gather important details that support the author's message that you have selected.

Learning Targets:

Determine central ideas or themes (RL 2)

Analyze how a particular section of the text contributes to the development of the theme (RL 5)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers pay attention to the author's craft in order to understand the story better.

Teach:

Today I am going to teach you…

…that good readers, when they reach the end of the second quadrant or the middle of the rising action, stop to come up with a theory about the author's message. This theory becomes a line of thinking that they will focus on as they read the rest of the book. When readers name a line of thinking they gather evidence from the text to support it.

Watch me as I model how I consider the messages in *Esperanza Rising.*

Notice how I think about what evidence from the text supports my thinking.

Today we will be using this stem for turn and talk:
When the book said _____, I thought the author's message is _____ because _____.

Open up your reader's notebooks to a clean page and title it **Lines of Thinking**. As we create this list together on the easel, you will each copy down the information on your own list in your reader's notebook.

📖 **Begin reading chapter 8 of *Esperanza Rising,* starting on page 125 where it says, "The next morning, Hortensia put a piece of fabric over the window…"**

Model:

📖 **Stop after:** "Then I've made my decision. I will come." (p. 129)

When the book said Esperanza should face the people who teased her, **I thought the author's message is** that you should not let other people bring you down; instead, you should stand up straight and tall and proud, like Esperanza's mama did at immigration. I think this **because** if Esperanza is going to have a good life in California, she has to stop worrying about what other people will think about her.

(Model adding this message to the lines of thinking list.)

Guided Practice:

📖 **Stop after:** "Could things possibly be worse?" (p. 135)

What do you think the author's message is? What evidence do you have to support your thinking?

Turn and talk to your partners using this stem:
When the book said _____, I thought the author's message is _____ because _____.

(Nudge students to consider the idea that you must speak up for what is rightfully yours [p. 132]. Model adding this, and any other messages, to the lines of thinking list.)

Guided Practice:

Stop after: "That you can be strong. No matter what happens." (p. 138)

What do you think the author's message is? What evidence do you have to support your thinking?

Turn and talk to your partners using this stem:
When the book said _____, I thought the author's message is _____ because _____.

(Nudge students to consider the idea that, "you can be strong. No matter what happens" (p. 138). Model adding this, and other messages, to the lines of thinking list.)

Stretch It:

We have at least three strong ideas about what Pam Muñoz Ryan is trying to tell us in this book. All can be supported by evidence from the text. Good readers focus on one line of thinking as they read quadrant 3. They focus on a line of thinking that has ample evidence, and one that is transferrable into other books of the same genre.

Discuss: Which line of thinking might we be able to consider as we read other historical fiction books?

(Nudge students to select "You can be strong. No matter what happens" as their line of thinking.)

Discuss: What did Esperanza's mother mean when she said, "No matter what happens"?

Let's make our line of thinking more explicit. Let's say, "You can be strong, even through times of hardship."

Please open up to a clean page in your reader's notebooks. Title the page **Evidence Collection Box**. Below the title, please record our line of thinking—You can be strong, even through times of hardship. Now draw a large box on this page. You will use this box as a place to keep track of evidence that supports our line of thinking.

Discuss: What evidence in the text supports our line of thinking?

(Model adding evidence to the evidence collection box.)

Link:

Today and every day when you read…
…I want you to identify a line of thinking and evidence to support a line of thinking, as you read.

The following list is an example of what your co-created list *might* look like:

<u>Lines of Thinking</u>

You should not let other people bring you down; instead, you should stand up straight and tall and proud.   p. 128

You must speak up for what is rightfully yours. p. 132

" You can be strong. No matter what happens." p. 138

The following chart is an example of what your co-created chart *might* look like:

Evidence Collection Box

Line of Thinking: You can be strong, even through times of hardship.

Abuelita and her family came to Mexico from Spain and survived many hard times. p.49

Esperanza's mother stands tall and proud when the man at immigration questions her papers. p.83

Esperanza's mother chooses happiness, even through difficult times. p.104

Mini-Lesson

Vocabulary Routine: *repatriation* **(L 4, 5)**
The prefix 're' means *again*. **The root 'patri' means** *fatherland, country, or nation*. **The suffix 'tion' makes the word a noun.**

Instructional Read-Aloud

In this chapter…Esperanza's mama continues to get worse, and the doctor insists that she be taken to the hospital. Esperanza decides that she needs to start making money so that she can pay the medical bills and save money to bring Abuelita to live with them. She starts cutting potato eyes with the rest of the women. Marta's aunt is there with them and tells them that the workers who are striking are talking of harming the workers who continue to work. She warns everyone to be careful.

In this lesson…you will be modeling how readers look for evidence to support a line of thinking and add that evidence to an evidence collection box. You will also model how readers of historical fiction think about how the main character changes over time.

Learning Targets:

Determine central ideas or themes (RL 2)

Explain how a character changes over time (RL 3)

Analyze how a particular section of the text contributes to the development of the theme (RL 5)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers gather evidence to support a line of thinking.

Teach:

Today I am going to teach you…
…that good readers continue to gather evidence from the text that supports a line of thinking.

Please open up your reader's notebooks to your copies of the evidence collection box. The line of thinking we have chosen to focus on in this book is that you can be strong, even through times of hardship. We have already collected some evidence to support our line of thinking.

Watch me as I model how I continue to look for evidence to support this line of thinking as we read today.

Notice how I use this evidence to help me understand the author's message.

Today we will be using this stem for turn and talk:
When the book said _____, I thought this was an important piece of evidence. This helps me understand _____.

Begin reading chapter 10 of *Esperanza Rising,* starting on page 158.

Model:

Stop after: "It was as if after all her hard work in getting them there, her strong and determined mother had given up." (p. 161)

When the book said that Esperanza almost never left Mama's side, **I thought this was an important piece of evidence. This helps me understand** that Esperanza is trying to remain strong for her mother's sake.

(Model adding this evidence to the evidence collection box.)

Guided Practice:

Stop after: "Show me how I can help her." (p. 164)

What evidence supports our line of thinking?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was an important piece of evidence. This helps me understand _____.

(Model adding this evidence to the evidence collection box.)

Guided Practice:

Stop after: "Now she knew where potatoes came from." (p. 170)

What evidence supports our line of thinking?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was an important piece of evidence. This helps me understand _____.

(Model adding this evidence to the evidence collection box.)

Stretch It:

Stop after: "If she was lucky enough to get a job in the spring, no one was going to get in her way." (p. 172)

Good readers notice how the main character changes in the course of a story. In this section of the text, you may have noticed that Esperanza is continuing to change.

Discuss: How is Esperanza showing that she is continuing to change from the girl she was at the beginning of the story?

(Optional)

Open up your reader's notebooks to the page titled **Characters Change Over Time**. You will continue to record your thinking about how Esperanza is changing in the book.

Write using this stem: In the beginning Esperanza _____, but now Esperanza _____.

Link:

Today and every day when you read…
…I want you to collect evidence to support a line of thinking as you read.

The following chart is an example of what your co-created chart *might* look like:

Evidence Collection Box Cont.

Line of Thinking: You can be strong, even through times of hardship.

Esperanza almost never leaves Mama's side. p.161

Ramona was strong through her husband's death and her journey to the U.S. p.163

Esperanza vows to be strong for Mama. p.163

Esperanza decides to work so that she can bring Abuelita to Mama. p.165

Esperanza has to prove that she is a good worker so that the supervisor does not question her age. p.169

Esperanza is determined to keep working despite the strikers' threats. p.172

The following list is an example of what your list *might* look like:

Characters change over time

In the beginning Esperanza was only worried about herself, but now Esperanza is worried about her mother, the twins, Isabel, and the people in the camp.

In the beginning Esperanza didn't understand the importance of working hard, but now Esperanza understands that people have to work hard in order to provide for themselves and their families.

In the beginning Esperanza let others take care of her and provide for her, but now Esperanza takes care of and provides for others.

In this lesson…students will be taking notes from two articles already introduced in the unit. Later, they will use these notes when writing a formal expository essay to complete this unit of study. Students will highlight important information and details in each text and transfer those details to the note-taking sheet.

To prepare for this lesson make a photocopy of the note-taking sheets for each student.

Also make sure students have copies of the articles "History of Mexico" and "Repatriation for Mexican & Filipino Farm Workers" (handed out earlier in the unit of study).

Learning Targets:

Cite specific textual evidence (RI 1)

Recognize central ideas and details (RI 2)

Connect to other representations of the topic (RI 7)

Delineate and evaluate the argument and specific claims in two or more texts (RI 8)

Analyze how two or more texts address similar themes or topics (RI 9)

Recall information and draw evidence from the text (W 8, 9)

Acquire and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you…

…that good readers write in order to share their thinking about a book. Today we will be starting a formal writing project. You will each be writing an essay describing the reasons the Mexican people migrated to California after the Mexican Revolution. You will focus on the political and economic reasons why they moved. Also, you will express how, in your opinion, the Mexican people responded to challenges, using textual evidence to support your thinking.

For this formal writing piece you will go through all stages of the writing process:
- Researching
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce and hand out the draft sheets. Guide students through reading the introduction to the project and the writing frame. Explicitly state your expectations for the assignment.

Today, you will be recording notes in the gray sections of the note-taking sheet for the introduction and body paragraphs 1 and 2.

Model:

Watch me as I model how I use the research we have already done throughout the unit of study to plan my piece of writing.

Please take out your copies of two of the articles we have already studied: "History of Mexico" and "Repatriation for Mexican & Filipino Farm Workers."

Notice how I use the charts to record notes for each section of the writing project.

Instructions for the introduction are, "Tell about the Mexican migration to California after the Mexican Revolution. Explain that there were both political and economic reasons for the migration."

Let's reread the last two sections of the article "History of Mexico," titled "Revolution" and "Mexico Today."

Discuss: How many people left Mexico during the time of the revolution? Why did they leave?

Now let's reread the first two paragraphs of the article "Repatriation for Mexican & Filipino Farm Workers."

Discuss: How many Mexicans were working in the United States as farm workers during the 1920s? Why did they leave Mexico?

Watch me as I model how I paraphrase these details as I enter them onto the note-taking sheet. As I record these notes, please copy them down onto your own note-taking sheet.

Guided Practice:

Now it is your turn to use the research we have already done throughout the unit of study to plan for body paragraph 1, which asks you to "Explain two or more political factors relating to the movement of the Mexican people to California."

Please reread the sections titled "The Spanish Social System," "Revolution," and "Mexico Today" from the article "History of Mexico." As you read, add information to the note-taking sheet that explains the political reasons for the Mexican immigration.

Give students time to plan the first part of body paragraph 1.

Guided Practice:

The instructions for body paragraph 2 ask you to "Explain two or more economic factors relating to the movement of the Mexican people to California."

When making your notes, use details from the three sections of the article "History of Mexico" that you just reread, as well as details from the first two paragraphs of "Repatriation for Mexican & Filipino Farm Workers."

Give students time to plan the first part of body paragraph 2.

Share-out:

(Have students share their notes with their partners or the class. Partners or classmates should respond to students' notes by using the stem:
I agree with you because _____, OR
I disagree with you because _____.)

The following note-taking sheet is an example of what each student's note-taking sheet *might* look like:

Literary Essay Prompt

After the Mexican Revolution, many Mexicans were forced to flee to the United States. By the 1920s, at least three quarters of California's 200,000 farm workers were Mexican or Mexican American. What caused these people to move? Explain two or more political and economic factors that related to this movement of people. Also explain the challenges that these political and economic factors caused. How did the Mexican people respond to these challenges?

What can you learn from this historical event and how can you apply this learning to the present day?

*Make explicit references to two or more credible sources that provide relevant information, and cite those sources within the paper.

		Notes:
Introduction	Tell about the Mexican migration to California after the Mexican Revolution. Explain that there were both political and economic reasons for the migration.	By the time the Mexican Revolution had ended, 1 Million Mexicans had left the country. Both political and economic factors contributed including war, violence, poverty, and lack of rights. Many Mexicans immigrated to California to work as migrant farmers.
	Describe how the Mexican people responded to hardship.	
Body Paragraph 1:	Explain two or more political factors relating to the movement of the Mexican people to California.	Mexican people fled to California in order to escape violence and warfare. Mexican people desired basic human rights—the right to own land, receive an education, receive health care, and self-govern.
	Describe the challenges Mexican people faced. How did the Mexican people respond to these challenges?	

		Mexican people immigrated to California to escape a life of poverty. Wages in Mexico were so low, some people were not much better off than slaves. People of the lower class could not own land.		
Body Paragraph 2:	Explain two or more economic factors relating to the movement of the Mexican people to California.			
	Describe the challenges Mexican people faced. How did the Mexican people respond to these challenges?			
Body Paragraph 3:	What challenges did the Mexican people face once they arrived in California?			
	How did they respond to these challenges?			

Mini-Lessons

In these lessons…your students will be practicing expository writing. Students will continue to work on a formal writing project that requires them to go through all phases of the writing process. You will need to use your own resources for teaching revision, editing, and publishing. You will need at least six days for this project.

Suggested Lesson Sequence:
Day 1 – Draft
Day 2 – Continue drafting
Day 3 – Revise
Day 4 – Edit and begin publishing
Day 5 – Continue publishing
Day 6 – Share

Learning Targets:

Write an expository piece (W 2)

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Investigate different aspects of one topic (W 7)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Acquire and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

Connect:

We have been learning…
…that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

Teach:

Today I am going to teach you…
…that good readers write in order to share their thinking about a book. Today we will be starting the first draft of your formal writing project.

Remember, for our formal writing, we will go through all stages of the writing process:
- Researching
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Please take out your draft sheets. You have recorded all of the notes for this project.

(Explicitly state your expectations for drafting this formal writing piece. Make sure students understand that they will be expanding on their notes by including evidence and quotes from the texts.

Note: You will need to plan lessons for revising, editing, and publishing.)

Share-out:

(After students complete their published writing, have them share their expository essays with partners or the class. If sharing is conducted as a formal presentation with media support, this activity would meet the requirements of SL 5.)

Formal Writing (Sample):
The Mexican Migration after the Revolution

After the Mexican Revolution (1910–1920), many Mexican people fled to the United States. What caused these people to move? Both political and economic factors contributed to this movement of people. These factors included war, violence, poverty, and a lack of human rights. The Mexican people hoped for new and better opportunities in the United States. They brought with them a strong work ethic, a willingness to sacrifice for their families, and the courage to overcome separation, isolation, and injustice.

Political factors of war and injustice caused many Mexican people to migrate to the United States. The Mexican Revolution was a time of great unrest in Mexico. The Mexican people were tired of a rigid social system that placed wealth and power in the hands of those with Spanish blood. The indigenous Mexicans endured a life of servitude. These people were unable to own land, receive an education, or access health care. The leaders of the Mexican Revolution sought to implement a new constitution that would give more rights to the indigenous people. The Mexican Revolution was violent; over 1.5 million Mexican people died. During and after the revolution, Mexicans fled to the United States to escape the violence and warfare. They were willing to make the sacrifices of leaving behind family in order to seek the freedoms offered them in the United States.

In addition to political factors, there were also economic factors that caused the Mexican people to immigrate. Most of the people who immigrated to the United States after the revolution did so in order to escape a life of poverty. At this time, wages in Mexico were so low that some people were not much better off than slaves. Mexican immigrants were willing to trek across the desert in order to seek better economic opportunities in the United States.

By the 1920s, at least three quarters of California's 200,000 farm workers were Mexican or Mexican American. Because they were coming from poverty and often had few choices of employment, the Mexican people were willing to work for low pay and in substandard work conditions. They worked long days, often in the harsh sun. They faced injustice and abuse from their supervisors. They lived in inadequate housing, isolated from the larger community. All the while, these migrant workers faced fear of deportation. Despite these hardships, the Mexican people thrived. They established organizations to provide activities, services, training, and education. These organizations fought for civil rights, and many of them organized strikes against the farmers. They fought for better pay and better living conditions. In the 1930s, the Mexican people gathered together to form over 40 workers unions. They demonstrated courage, determination, and the ability to thrive, even in challenging circumstances.

Today, 75% of the migrant farm workers in the United States are immigrants from Mexico. They come to the United States in hope of a better life. In Mexico, the people are still fighting for basic human rights, including the right to own land, attend better schools, and receive health care. Many still live in poverty. Coming to the United States is an opportunity for a better life for many Mexicans and their families. Low wages and unhealthy working conditions in migrant farming continue to cause great hardship for these people. New immigration laws keep them living in fear of deportation and separation from loved ones. Yet they continue to show courage and strength as they seek the American Dream.

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Vocabulary Handbook

Esperanza Rising
by Pam Muńoz Ryan

Name: _____

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac- (ad-)	prefix	toward, near	
-acy	suffix		noun
-ade	suffix		noun or verb
amb	Latin root	both, on both sides	
-ance	suffix		noun
angu(sti)	Latin root	tight, choking	
ant-	prefix	before, prior to	
-ant	suffix		adjective
-ary	suffix	person who	noun
-ate	suffix	to make, do, cause	verb
bene	Latin root	good, well	
centr	Latin root	center, middle, focus	
cept	Latin root	to catch, take hold, receive	
charite	root (French origin)	liberal in treatment of the poor	
clus	Latin root	to close, to shut	
cor- (com-)	prefix	together, with	
de-	prefix	opposite of	
demp / deem	Latin root	belief, opinion	
dign	Latin root	worthy of respect	
dis-	prefix	opposite of	
divis / divid	Latin root	to separate	
ec- (ex-)	prefix	out, upward, complete, remove	
-ed	inflectional ending		past tense verb
-ed	suffix		adjective
-ent	suffix		adjective
-er	suffix	a person who does something	noun
ex-	prefix	out, upward, complete, remove	
fi	Latin root	belief, trust	
fic	Latin root	to make, to do, to build	
fin	Latin root	the end, the last	

fit	Latin root	to produce	
-ful	suffix	full of	adjective
grac	Latin root	beloved, pleasing, agreeable	
grat	Latin root	thankful, pleased	
hum	Latin root	human beings, mankind	
hyster	Greek combining form	womb, emotion	
ia	Greek combining form	condition of	
-ic	suffix		adjective
-ice	suffix		noun
im-	prefix	not	
in-	prefix	not	
-ing	inflectional ending		present tense verb
inter-	prefix	between, among, together, inside, internal	
-ious	suffix		adjective
irrita	Latin root	to anger, to provoke	
-ish	suffix		noun or adjective
it	Latin root	to travel, to journey	
-ity	suffix		noun
-ive	suffix		adjective
-ize	suffix	to treat in a certain way	verb
leg	Latin root	law, legal	
liber	Latin root	free, freedom	
memor	Latin root	memory, remember	
menac	Latin root	to threaten	
-ment	suffix		noun
migr	Latin root	to wander, to move	
mis-	prefix	bad, wrong, harsh	
noo	Greek combining form	mind, intellect	
op- (ob-)	prefix	against	
-or	suffix		noun
par	Latin root	to get ready, prepare	
para	Greek combining form	contrary, wrong, abnormal	
pati	Latin root	suffering, enduring	
patri	Latin root	fatherland, country, nation	
per-	prefix	through, across, over	

port	Latin root	to bear	
pos / posit	Latin root	to place, to position	
pre-	prefix	before	
priv	Latin root	belonging to an individual, not for the public	
pro-	prefix	before, forward	
re-	prefix	back, again	
rect	Latin root	to make right, to remedy, make straight, to rule	
rog	Latin root	to ask, request, beg	
rupt	Latin root	to break, to tear	
-s	inflectional ending		plural noun
se-	prefix	by itself, aside, apart from	
semble	Latin root	the same, to appear, to seem	
sent	Latin root	to feel, mental perception	
serve	Latin root	to keep safe, to protect	
-ship	suffix		noun
spair / sper	Latin root	hope	
squal	Latin root	dirty	
stem	Greek combining form	to start from, to originate from	
sur-	prefix	on top, over, higher	
Sur	root	to rise	
sy	Greek combining form	with, together	
-tion	suffix		noun
tor	Latin root	to bend , to twist	
un-	prefix	not	
volut	Latin root	to bend, to turn around	

Esperanza Rising Unit of Study

Vocabulary: Making Connections

Target Word:
revolution

Context:

"By the 1800s, Mexicans were tired of the rigid social system. With the leadership of a Catholic priest named Miguel Hidalgo y Costilla, many Mexicans launched a rebellion against Spain in 1810." (<u>revolution</u> is inferred, "History of Mexico" article)

What it is…

_____

_____

_____

_____

What it is not…

_____

_____

_____

_____

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

self-importance

Context:

"But now that she was a young woman, she understood that Miguel was the housekeeper's son and she was the ranch owner's daughter. In a moment of <u>self-importance</u>, Esperanza told all of this to Miguel." (p. 18)

"Tio Luis was the bank president and Tio Marco was the mayor of town. They were serious and gloomy and always held their chins too high." (<u>self-importance</u> is inferred, p. 19)

What it is…   **What it is not…**

_____   _____

_____   _____

_____   _____

_____   _____

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

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I'll remember this word by connecting it to:

(word, phrase, sketch)

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Vocabulary: Making Connections

Target Word:

resurrected

Context:

"[Alfonso] loved the land as Papa did and it had been the two of them, working side by side, who had <u>resurrected</u> the neglected rose garden that had been in the family for generations." (p. 16)

"Do you remember the story of the phoenix, the lovely bird that is reborn from its own ashes?" (<u>resurrected</u> is inferred, p. 50)

What it is…

_____

_____

_____

_____

What it is not…

_____

_____

_____

_____

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)