

Esperanza Rising Scope and Sequence

NOTE: The lessons for this unit give page references for the Scholastic paperback edition of *Esperanza Rising* published in 2016.

Unit of Study: *Esperanza Rising*

Genre: Historical Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
1	Blurb	Use the genre chart to help students understand what to expect from historical fiction and to make predictions. Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none">• Complete story elements handout together• Make predictions
2	Outside Text: “History of Mexico”	Vocabulary: <i>social system</i>	Identify important information while reading.

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3		<p>Vocabulary: <i>revolution</i></p> <p>Use the style chart to help students understand what to expect from romantic literature and to make predictions.</p>	
4	Chapters 1–2 pp. 1–8	<p>Vocabulary: <i>patient vs. impatient</i></p>	<p>Identify the important characters and details about those characters.</p> <ul style="list-style-type: none"> • Co-create a character list <p>Identify elements of romanticism.</p> <ul style="list-style-type: none"> • Co-create a style chart
5	Chapter 2 pp. 8–12	<p>Vocabulary: <i>resentment</i></p>	<p>Identify the setting.</p> <ul style="list-style-type: none"> • Co-create a setting map and setting clues list • Continue to co-create a style chart

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6	Chapter 2 pp. 12–22	Vocabulary: <i>self-importance</i>	Identify the important characters and details about those characters. <ul style="list-style-type: none"> Continue to co-create a character list Identify elements of romanticism. <ul style="list-style-type: none"> Continue to co-create a style chart
7	Chapter 3 pp. 23–33	Vocabulary: <i>joy vs. anguish</i>	Identify the important events. <ul style="list-style-type: none"> Co-create an important events list Identify elements of romanticism. <ul style="list-style-type: none"> Continue to co-create a style chart
8	Chapters 3–4 pp. 34–50	Vocabulary: <i>corrupt</i>	Identify the important events. <ul style="list-style-type: none"> Continue to co-create an important events list Identify elements of romanticism. <ul style="list-style-type: none"> Continue to co-create a style chart
9	Outside Text (Mythology): “The Phoenix”	Vocabulary: <i>resurrected</i>	Identify important information.

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10	Chapters 4–5 pp. 50–65	Vocabulary: <i>privileged</i>	Identify the conflicts. <ul style="list-style-type: none"> • Co-create a list of external and internal conflicts • Continue to co-create a style chart
11		Retell Summary Writing	
12	Chapter 5 pp. 65–72	Vocabulary: <i>selfish vs. unselfish</i>	Keep track of examples of situational irony. <ul style="list-style-type: none"> • Co-create a list that compares what’s happening now to what happened in the past
13	Chapter 5 pp. 72–80	Vocabulary: <i>irritable</i>	Keep track of examples of situational irony. <ul style="list-style-type: none"> • Continue to co-create a list that compares what’s happening now to what happened in the past
14	Chapter 6 pp. 81–93	Vocabulary: <i>separated</i>	Keep track of the important characters and details about those characters. <ul style="list-style-type: none"> • Continue to co-create a character list • Continue to co-create a setting map

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15	Chapters 6–7 pp. 93–106	Vocabulary: <i>grateful vs. ungrateful</i>	Focus on details about the setting. Discuss the idiom born with a silver spoon in her mouth.
16	Chapter 7 pp. 106–120		Infer character traits. <ul style="list-style-type: none"> Co-create a character traits T-chart
17	Chapter 8 pp. 121–125 Outside Text: “Our Lady of Guadalupe”		Recognize the author’s craft. Discuss the term motif.
18	Chapter 8 pp. 125–138		Name a line of thinking. <ul style="list-style-type: none"> Co-create a line of thinking list Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box
19	Chapter 9 pp. 139–157	Vocabulary: <i>tormented</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box Consider how the main character changes over time. <ul style="list-style-type: none"> Co-create a list of changes in the main character (optional)

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20	Chapter 10 pp. 158–172	Vocabulary: <i>repatriation</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box <p>Consider how the main character changes over time.</p> <ul style="list-style-type: none"> Co-create a list of changes in the main character (optional)
21	Chapters 10–11 pp. 173–182	Vocabulary: <i>charitable vs. uncharitable</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box <p>Consider how the main character changes over time.</p> <ul style="list-style-type: none"> Co-create a list of changes in the main character (optional)
22	Chapter 11 pp. 182–198	Vocabulary: <i>indignant</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box

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23	Chapter 12 pp. 199–213	Vocabulary: <i>menacing</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box Identify the climax and the turning point. <p>Consider how the main character changes over time.</p> <ul style="list-style-type: none"> Co-create a list of changes in the main character (optional)
24		Vocabulary: <i>misjudged</i> Turning Point Writing	
25	Outside Text: “Repatriation for Mexican & Filipino Farm Workers”	Vocabulary: <i>exploit</i>	Identify important information.
26	Chapters 13–14 pp. 214–253		Read-In
27		Synthesis Summary Writing	
28	Outside Text: “History of Mexico” and “Repatriation for Mexican & Filipino Farm Workers”		Research a topic for writing. <ul style="list-style-type: none"> Co-create a note-taking sheet

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29	Outside Text: “Migrant Farm Workers: Our Nation’s Invisible Population”		Research a topic for writing. <ul style="list-style-type: none"> Continue to co-create a note-taking sheet
30	Outside Text: “A History of Mexican Americans in California”		Research a topic for writing. <ul style="list-style-type: none"> Continue to co-create a note-taking sheet
31	Outside Text: “United States Farmworker Factsheet”		Research a topic for writing. <ul style="list-style-type: none"> Continue to co-create a note-taking sheet
32– 38		Formal Writing: Expository Essay	