

# 6<sup>TH</sup> GRADE

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## VOLUME 6.3

### Historical Fiction *Esperanza Rising*

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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

## Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (The vocabulary handbook for this unit is also available to download at [readsidebyside.com](http://readsidebyside.com).) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

1. Introduce the word and highlight morphemes.	<p><i>Today our target word is...</i></p> <p>If applicable:</p> <p><i>What is the root? (Model underlining the root.)</i></p> <p><i>What does the root mean?</i></p> <p><i>What is the prefix? (Model circling the prefix.)</i></p> <p><i>What does the prefix mean?</i></p> <p><i>What is the suffix? (Model boxing the suffix.)</i></p> <p><i>What does the suffix mean?</i></p>
2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
3. Turn and talk: What does the word _____ mean?	<p><i>Based on the clues, what words or phrases describe this word? Turn and talk.</i></p>
4. Share-out and add to chart.	<p><i>What did you come up with?</i> (Add accurate examples to the chart.)</p>
5. Brainstorm other contexts for this word.	<p><i>In what other contexts might we find this word?</i> (Add accurate examples to the chart.)</p>
6. Turn and talk: What are opposites of this word?	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
7. Share-out and add to chart.	<p><i>What did you come up with?</i> (Add accurate examples to the chart.)</p>
8. I will remember this word...	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
9. Link...	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>

## *Esperanza Rising* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> 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.</p> <p><b>Structure</b> The narrative of this historical text is told in sequential order. Cause and effect relationships contribute to the overall structure of this text.</p> <p><b>Language Conventionality and Clarity</b> Historical language adds depth to the language of this text. In addition, Spanish phrases and vocabulary are incorporated throughout the text.</p> <p><b>Knowledge Demands</b> 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.</p>	<p>The Lexile level for <i>Esperanza Rising</i> is 750, based on word frequency and sentence length. This is in the high range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p>
	<p><b>READER TASK CONSIDERATIONS</b></p>
	<p>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.</p>



## *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-ALOUD
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"><li>• Complete story elements handout together</li><li>• Make predictions</li></ul>
2	Outside Text: “History of Mexico”	<b>Vocabulary:</b> <i>social system</i>	Identify important information while reading.

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

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

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

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
15	Chapters 6–7 pp. 93–106	<b>Vocabulary:</b> <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. • 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. • Co-create a line of thinking list  Gather evidence to support a line of thinking. • Co-create an evidence collection box
19	Chapter 9 pp. 139–157	<b>Vocabulary:</b> <i>tormented</i>	Gather evidence to support a line of thinking. • Continue to co-create an evidence collection box  Consider how the main character changes over time. • Co-create a list of changes in the main character (optional)

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

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
23	Chapter 12 pp. 199–213	<b>Vocabulary:</b> <i>menacing</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> </ul> Identify the climax and the turning point. <p>Consider how the main character changes over time.</p> <ul style="list-style-type: none"> <li>Co-create a list of changes in the main character (optional)</li> </ul>
24		<b>Vocabulary:</b> <i>misjudged</i>  Turning Point Writing	
25	Outside Text: “Repatriation for Mexican & Filipino Farm Workers”	<b>Vocabulary:</b> <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"> <li>Co-create a note-taking sheet</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
29	Outside Text: “Migrant Farm Workers: Our Nation’s Invisible Population”		Research a topic for writing. • Continue to co-create a note-taking sheet
30	Outside Text: “A History of Mexican Americans in California”		Research a topic for writing. • Continue to co-create a note-taking sheet
31	Outside Text: “United States Farmworker Factsheet”		Research a topic for writing. • Continue to co-create a note-taking sheet
32– 38		Formal Writing: Expository Essay	



## ***Esperanza Rising* Stems List**

### **Day 1 – Blurb, Genre, & Mark the Text**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

### **Day 2 – Outside Text**

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 3 – Style**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

### **Day 4 – Character List**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 5 – Setting**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 6 – Character List**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 7 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

### **Day 8 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

### **Day 9 – Outside Text**

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 10 – Conflict**

When the book said \_\_\_\_\_, I was thinking this was an example of conflict because \_\_\_\_\_.

### **Day 12 – Author’s Craft (Situational Irony)**

When the book said \_\_\_\_\_, I thought this was ironic because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

### **Day 13 – Author’s Craft (Situational Irony)**

When the book said \_\_\_\_\_, I thought this was ironic because \_\_\_\_\_.

This helps me understand \_\_\_\_\_.

**Day 14 – Character List & Setting Map**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_ .  
This helps me understand \_\_\_\_\_ .

**Day 15 – Setting**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_ .  
This helps me understand \_\_\_\_\_ .

**Day 16 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_ .

**Day 17 – Author’s Craft (Motif) & Outside Text**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_ .  
This helps me understand \_\_\_\_\_ .

**Day 18 – Line of Thinking**

When the book said \_\_\_\_\_, I thought the author’s message is \_\_\_\_\_ because \_\_\_\_\_ .

**Day 19 – Collect Evidence**

When the book said \_\_\_\_\_, I thought this was an important piece of evidence.  
This helps me understand \_\_\_\_\_ .

**Day 20 – Collect Evidence**

When the book said \_\_\_\_\_, I thought this was an important piece of evidence.  
This helps me understand \_\_\_\_\_ .

**Day 21 – Collect Evidence**

When the book said \_\_\_\_\_, I thought this was an important piece of evidence.  
This helps me understand \_\_\_\_\_ .

**Day 22 – Collect Evidence**

When the book said \_\_\_\_\_, I thought this was an important piece of evidence.  
This helps me understand \_\_\_\_\_ .

**Day 23 – Turning Point**

When the book said \_\_\_\_\_, I thought this was an important piece of evidence.  
This helps me understand \_\_\_\_\_ .

**Day 25 – Outside Text**

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_ .  
This helps me understand \_\_\_\_\_ .

**Day 26 – Read In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_ .

# C. I. A. Lesson Plans

## *Esperanza Rising*

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

# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–11, Chapters 1–5

## DAY 1, BLURB, GENRE, & MARK THE TEXT

### Mini-Lesson

**In this lesson...**you will be modeling how good readers use clues in the blurb to gather critical information about the text—character, setting, problem, and main events. After identifying these important story elements with their partners, students will make predictions.

You will also be activating students' background knowledge about the genre historical fiction. For this lesson, I suggest either transferring the sample genre chart for historical fiction onto chart paper or using the historical fiction poster found at [readsidebyside.com/shop/](http://readsidebyside.com/shop/). Post this chart or poster in the meeting area prior to the lesson. You will use this genre chart to guide your instruction during this lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide a handout of this chart for students to insert into their notebooks.

In the lesson extension, you will be modeling how good readers mark the four quadrants of the text prior to reading in order to create a plan of action for how to read the text. You will help students think about how the quadrants mark the shifts in the narrative plotline. For this lesson, I suggest making a copy of the plotline for each student to insert into their notebook and also using the plotline poster found at [readsidebyside.com/shop/](http://readsidebyside.com/shop/). Post this chart or poster in the meeting area prior to the lesson.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will insert this handout into their reader's notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Important characters
- Setting
- Problem

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

- Historical fiction

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 preview a book before they read to help them form ideas about the text and to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers prepare for reading by reading the blurb, thinking about the genre, and marking the quadrants.

First, we will use the blurb to think about story elements. The main elements of the story are character, setting, problem, and main events.

You are going to create the first entry in your notebooks today. I have copied a handout for you. You will be completing the handout together with your turn and talk partners before inserting your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

(Give students time to fill out the blurb handout with their turn and talk partners.)

Good readers use what they know about the genre of a book to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to learn about the genre historical fiction, which is the genre of *Esperanza Rising*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart and information from the blurb to help me make predictions about the book *Esperanza Rising*.

Today we will be using this stem for turn and talk:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

## Model:

When reading historical fiction, you can expect the setting to be a real place that exists or that existed in the past. The story is typically attached to a specific event or time in history.

**When the chart said** that the story takes place in the past and is attached to a specific historical event, **I made a prediction. I think** this book will tell about what it was like to live in California during the time of the Great Depression.

### Guided Practice:

When reading historical fiction, you can expect the characters to be fictional characters who are believable in the context of the story's setting. You can also expect the main character to change over time.

What are you predicting about the main character?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

### Guided Practice:

When reading historical fiction, you can expect the characters to be impacted by actual circumstances and events of the story's setting.

What are you predicting about the plot?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

### Model:

When reading historical fiction, the most important elements to focus on are the main character and the setting. You can expect to think about how the events and circumstances of the setting cause the main character to change.

**When the chart said** that the main character will be changed by the events, **I made a prediction. I think** Esperanza will experience hardships and this might make her a stronger person.

## Extension:

You know that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

The four quadrants of the text line up with four elements of the plotline:

1. Exposition—the beginning of the text, in which the characters, setting, and problems are introduced
2. Rising action (1)—the place where a series of incidents creates suspense, interest, and tension. These events lead the reader to the center of the story, where the author's message begins to become visible to the reader
3. Rising action (2)—the place where a series of incidents continue to create suspense, interest, and tension, leading to the climax of the story and the turning point
4. Falling action and resolution—the place where the plot leads toward the closure and the problems are resolved

Stopping at the end of each quadrant draws the reader's attention to the most important shifts of the plotline.

To mark these shifts in your book, you will need three small sticky notes, preferably in different colors.

First, open up your book to the last page. There are 262 pages in our book, *Esperanza Rising*. If we take that number and divide it by 4, we get 65. We are going to divide our book into four quadrants that are each roughly 65 pages long. When marking quadrants, always make sure you end a quadrant at the end of a section or chapter.

Please place your first sticky note on page 65, marking the end of the exposition.

Place your second sticky note on page 138, marking the center of the rising action and the center of the story.

Place your third sticky note on page 213, marking the end of the rising action. This is where the turning point in the book is found. After the turning point the plot shifts and begins moving toward the resolution.

## Link:

*Today and every day when you read...*

...I want you to prepare for reading by reading the blurb, thinking about the genre, and marking the quadrants.



## Notebook Entry #1: Finding Story Elements in the Blurb

Before starting to read a book, good readers get the story in their heads by reading the blurb and identifying story elements.

### **Blurb (Scholastic, 2016):**

Esperanza believed her life would be wonderful forever. She would always live on her family's ranch in Mexico. She would always have fancy dresses and a beautiful home filled with servants. Papa and Abuelita would always be with her.

But a sudden tragedy shatters her world and forces Esperanza and Mama to flee to California, where they settle in a camp for Mexican farm workers. Esperanza isn't ready for the hard labor, financial struggles brought on by the Great Depression, and lack of acceptance she now faces. When Mama gets sick, and a strike for better working conditions threatens to uproot their new life, Esperanza must find a way to rise above her difficult circumstances—because Mama's life and her own depend on it.

### **Characters:**

### **Setting (place):**

### **Setting (time):**

### **Problem:**

### **Prediction:**

### Notebook Entry #1: Finding Story Elements in the Blurb

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But a sudden tragedy shatters her world and forces Esperanza and Mama to flee to California, where they settle in a camp for Mexican farm workers. Esperanza isn't ready for the hard labor, financial struggles brought on by the Great Depression, and lack of acceptance she now faces. When Mama gets sick, and a strike for better working conditions threatens to uproot their new life, Esperanza must find a way to rise above her difficult circumstances—because Mama's life and her own depend on it.

**Characters:** Esperanza, servants, Papa, Mama, Abuelita

**Setting (place):** Ranch in Mexico, camp for Mexican farm workers in California

**Setting (time):** the Great Depression

**Problem:** Esperanza isn't ready for the difficult circumstances she faces after leaving Mexico.

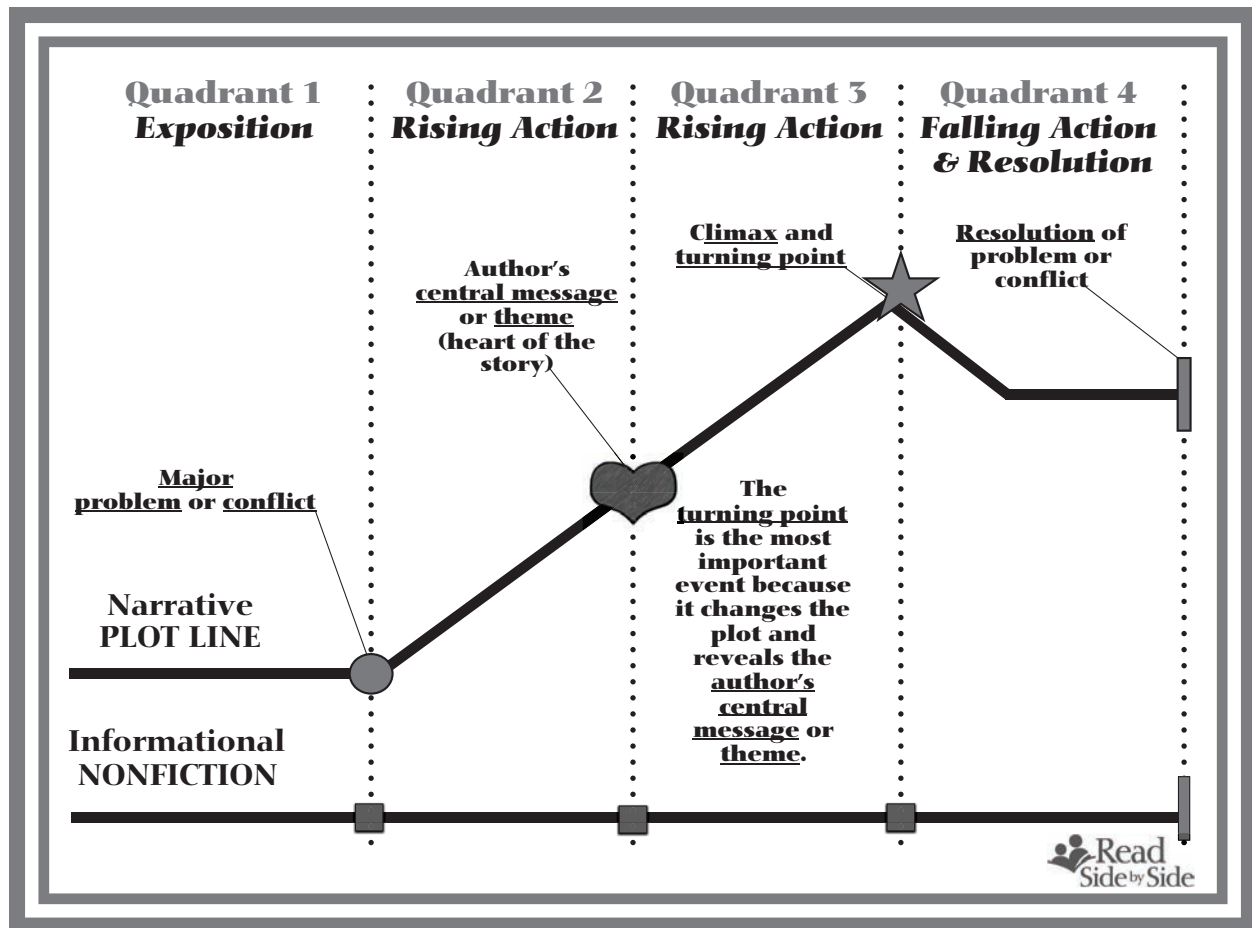
**Prediction:**

I predict Esperanza will become a stronger person as a result of hardship.

## Historical Fiction

<b>Setting</b>	A real place that exists or existed in the past. The story is attached to a specific event or time in history.
<b>Characters</b>	Fictional characters who are believable in the context of the story's setting. Fictional characters who represent groups of people from history. Key players (real people from history) who are significant to the plot. A main character who changes over time.
<b>Plot</b>	The characters are impacted by actual circumstances and events of the story's setting. The main character changes over time.
<b>Most important story elements</b>	Character Setting
<b>What readers will think about</b>	How does the main character change over time? How does the main character overcome challenges? How do the main character's circumstances impact his or her choices? Which details in the story are facts, and which details in the story are fiction?

# Plotline



## DAY 2, OUTSIDE TEXT

### Mini-Lesson

Vocabulary Routine: *social system* (L 4, 5)

The base word ‘social’ means *relating to the life, welfare, and relations of human beings in a community*. The Greek combining form ‘sy’ means *with or together*. The Greek combining form ‘stem’ means *to start or originate from*.

### Instructional Read-Aloud

Topic: “History of Mexico,” by Sarah Collinge

**This article tells about...**the history of Mexico, from the Olmec people to the Aztecs and from the Spanish conquest to the revolution.

**In this lesson...**students will highlight important information and details about Mexico’s history. They will consider how these facts help them think about the time period of *Esperanza Rising*.

To prepare for this lesson, make a copy of “History of Mexico” for each student.

#### Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3)

Integrate diverse media (RI 7)

Integrate information across texts (RI 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 think about the genre and style of the text before reading and make predictions.

## Teach:

*Today I am going to teach you...*

...that good readers stop to learn more about the time period of a story.

The story *Esperanza Rising* starts in Mexico in 1930. The story begins just 10 years after the end of the Mexican Revolution.

Today we are going to read an article describing the history of Mexico. The information presented in this article will be used to help us understand the time period of *Esperanza Rising* and the circumstances of its characters.

As we read we will be highlighting important details.

Watch me as I model how I look for these details and highlight these details as I read.

Notice how I focus on highlighting the details that will help me understand the circumstances of the characters better.

Today we will be using this stem for turn and talk:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.



**Begin reading “History of Mexico.”**

## Model:



**Stop after reading about the Aztecs:** “By the 1500s the Aztecs ruled over 500 small states, governing 5 to 6 million people.”

**When the article said** that the people of Mexico represent a rich blend of Indian and Spanish cultures, including those of Olmec, Mayan, Toltec, and Aztec people, **I thought this was an important detail because** this tells me that many of the people living in Mexico represent these native tribes. **This helps me understand** that some of the characters in the book *Esperanza Rising* will probably represent one or more of these indigenous tribes.

(Model highlighting important details.)

## Guided Practice:



**Stop after reading about the Spanish conquest:** “Today, thousands of beautiful churches reflect the Spanish heritage and the influence of the Catholic church in Mexico.”

What important information helps us understand the setting and the characters of *Esperanza Rising*?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting important details.)

## Guided Practice:



**Stop after reading about the Spanish social system:** “Others worked as vaqueros (cowboys) on ranches, overseeing horses, cattle, and other animals.”

What important information helps us understand the setting and the characters of *Esperanza Rising*?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting important details.)

## Guided Practice:



**Stop after reading about the revolution:** “Over time, many of the haciendas were broken up and given to the peasants.”

What important information helps us understand the setting and the characters of *Esperanza Rising*?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting important details.)

## Stretch It:



**Stop after reading about Mexico today:** “But the goals, fought for in the revolution, are within reach.”

Discuss: How has Mexico’s history influenced its culture?

## Link:

*Today and every day when you read...*

...I want you to use outside sources to help you understand the setting of your book better.





## History of Mexico

Written by Sarah Collinge

Mexico is a country rich in history, tradition, and culture. It is home to more than 100 million people and is the largest Spanish-speaking nation in the world. The people of Mexico represent a rich blend of Indian and Spanish cultures.

Mexico's history can be divided into two major time periods: the period before the arrival of the Europeans, and the period that followed it. Reminders of Mexico's past are found in the ruins that still exist throughout Mexico.

### Early Mexico

#### *The Olmecs*

The Olmec people made up Mexico's first known society. These early people flourished from 1200 to 900 BC. Giant head sculptures carved by these ancient people still remain.

#### *The Mayan People*

From 250 AD to around 900 AD the Mayan civilization flourished in Mexico. It is estimated that during this time period the Mayan population averaged about 8 million. The ancient Mayan city of Chichen Itza, located in southeastern Mexico, reveals clues to the Mayans' marvelous past. Mayan people are noted for their early understanding of astronomy and for creating a sophisticated language. At Chichen Itza you can view monuments, temples, and ball courts built in this early time period. While their ancient civilization lies in ruins, the Mayans are still living and surviving. More than 6 million Mayans live throughout Mexico, Belize, and Guatemala.



*A temple at the Mayan city,  
Chichen Itza.*

#### *The Toltec People*

In 900 AD, the Toltec people began to transform the small farming community of Tula into a thriving capital city, which would become a home to an estimated 30,000 people. Toltec architecture and ritual influences can be found at the Mayan city, Chichen Itza.

## *The Aztecs*

The Aztecs were originally a nomadic tribe based in northern Mexico, who later built their great capital city, Tenochtitlan, in the Valley of Mexico. The name Tenochtitlan means *City of the Gods*. This city, founded in 1325 AD, was made up of pyramids, some of which are still standing today. The Aztecs had a sophisticated agricultural system that included cultivation and irrigation, which allowed them to grow crops of corn, beans, squashes, tomatoes, and avocados. They supported themselves by fishing and hunting, and had a powerful military. By the 1500s the Aztecs ruled over up to 500 small states, governing 5 to 6 million people.

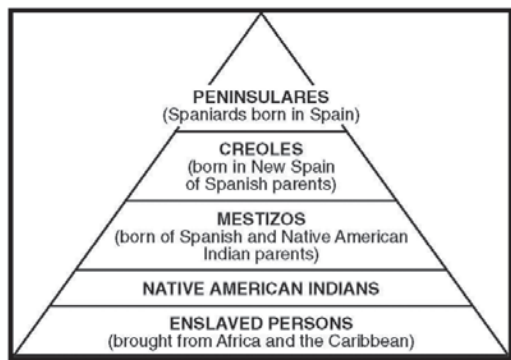


*A pyramid at the Aztec capital.*

## **The Spanish Conquest**

In 1519, Spaniard Hernan Cortes sailed from Cuba to Mexico's Gulf coast and marched inland to the Aztec capital of Tenochtitlan. Cortes formed many allies on his way to the capital city. In 1521, Cortes and his allies attacked and conquered the Aztec military. Spain colonized the area, calling it Nueva Espana (New Spain). By 1574, Spain had enslaved most of the indigenous population.

Spaniards who colonized Mexico replaced the Aztec pyramids with elaborate Catholic churches and cathedrals. The Spanish also sent missionaries to convert the indigenous people to the Catholic religion. Today, thousands of beautiful churches reflect the Spanish heritage and the influence of the Catholic Church in Mexico.



*The Spanish social system*

(source: bullisglobalhistoryspain.weebly.com)

## **The Spanish Social System**

Under Spanish rule, a rigid social system was enforced throughout Mexico. People in Spanish colonies were divided into four social classes: peninsulares, creoles, mestizos, and indigenous peoples.

### ***Peninsulares***

The peninsulares were at the top of the social scale. Born in Spain, these people held the highest jobs in government and the Catholic Church. They owned large estates called *haciendas*. Some also owned gold and silver mines.

### ***Creoles***

Below the peninsulares were the creoles, people born in Mexico to Spanish parents. Many creoles were wealthy and well educated. They owned ranches, taught at universities, and practiced law.

## ***Mestizos***

Below the creoles were people of mixed Spanish and indigenous blood. People in this group were known as mestizos. Few mestizos owned land; instead, they worked on farms and ranches owned by peninsulares and creoles. If they lived in the cities, they worked as carpenters, shoemakers, tailors, and bakers.

## ***Indigenous Peoples (Native American Indians)***

The lowest social class in the colonies comprised the indigenous peoples. Under New Spain's strict social system, indigenous people were kept in poverty. Some indigenous people worked on estates for wages so low, they were not much better off than slaves. Others worked as vaqueros (cowboys) on ranches, overseeing horses, cattle, and other animals.

## **Revolution**

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. In 1824, a constitution was adopted that gave more power to the nation's states than to the central government. But before long, dictators seized power again and threw out the new constitution.

In 1861, Mexicans regained control under President Benito Juarez, a Zapotec Indian. Juarez encouraged land reform and fought to aid poor people in rural areas. In 1877, when Porfirio Diaz took control of Mexico, he largely ignored these reforms.

Anger against the unfair social system in Mexico continued to mount, leading to the Mexican Revolution, which lasted from 1910 to 1920. Key leaders of the revolution included Francisco Madero, Pancho Villa, and Emiliano Zapata. Revolutionaries attacked rich landowners and gave their land to the poor. They also fought to remove powerful officials from office and implement the radical new Constitution of 1917. By the time the revolution had ended, 1.5 million Mexicans had died, and another million had left the country. Over time, many of the haciendas were broken up and given to the peasants.



*Benito Juarez was president of Mexico from 1861 to 1872.*

## **Mexico Today**

Mexicans now celebrate their culture that blends old and new world traditions. Modern Mexicans include some of the world's greatest writers, painters, sculptors, and muralists. National holidays celebrate Mexico's revolutionary leaders, victories, and religious beliefs.

Mexico has not yet achieved widespread prosperity, and its government has not been consistently strong. The Mexican people are still fighting for basic human rights—the right to own land, attend better schools, receive health care, and self-govern. Many still live in poverty—an American worker earns nearly as much in an hour as a Mexican worker doing the same task earns in a day. But the goals, fought for in the revolution, are within reach.

**References:**

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History.com staff. (2010). *Mexico timeline*. Retrieved April 25, 2017 from <http://www.history.com/topics/mexico/mexico-timeline>.

Scher, L. (2010). *Mexico*. New York, NY: Kids Discover.

## DAY 3, STYLE

### Mini-Lesson

**Vocabulary Routine:** *revolution* (L 4, 5)

The prefix 're' means *back or again*. The root 'valut' means *to bend or to turn around*. The suffix 'tion' makes the word a noun.

**In this lesson...**you will be using the Romanticism Chart to help students understand the style of the book *Esperanza Rising*. You will model using this chart to make predictions.

To prepare for this lesson, make a copy of the Romanticism Chart for each student. Students will insert this handout into their reader's notebooks.

#### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of text elements (RI 3)

Use what you know about style to help you understand the story better and compare texts (RI 5)

- 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 genre before reading a book, and make predictions.

#### Teach:

*Today I am going to teach you...*

...that good readers learn about the style of a book and make predictions based on the style. Today we are going to learn about the style of romanticism, which is the style in which *Esperanza Rising* was written. We will be using the style chart to help us learn about romanticism and make predictions.

Today we will be using this stem for turn and talk:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

## Model:

Romanticism was a literary movement that lasted from about 1750 to 1870. This time period was marked by revolution and war, stress and upheaval, and doubts and insecurity about the future.

The spirit of romanticism was a revolt against rules, laws, and political and social systems. It praised emotions over reason and logic.

The book *Esperanza Rising* takes place 10 years after the revolutionary war in Mexico. Pam Muñoz Ryan uses the style of romanticism in her book to express the themes and values of this time period.

Watch me as I model how I think about the characteristics of romantic literature. Notice how I use these characteristics to make predictions.

(Read the first two romantic characteristics—“nature as beauty” and “nature as truth”—and their descriptions.)

**When the chart said** that romantic literature includes pleasure mixed with pain, **I made a prediction. I think** this book will have pleasant but also tragic events.

## Guided Practice:

(Read the next two romantic characteristics—“belief in a child’s innocence” and “feelings and emotion over logic”—and their descriptions.)

Based on these characteristics of romantic literature, what are you predicting?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

## Guided Practice:

(Read the next two romantic characteristics—“interest in the common man” and “the desire for freedom”—and their descriptions.)

Based on these characteristics of romantic literature, what are you predicting?

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

### **Stretch It:**

When reading romantic literature, you can expect to find elements of romantic love, mystery, superstition, and imagination.

Discuss: What are you predicting?

### **Link:**

*Today and every day when you read...*

...I want you to think about characteristics of style and use those characteristics to help you make predictions.

## Romanticism Chart

Romantic Characteristics	Description of Characteristics
Nature as beauty	<ul style="list-style-type: none"> <li>• Nature is an extension of man</li> <li>• The breath of God fills both man and earth</li> <li>• One's inmost self is touched by the beauty of nature</li> </ul>
Examples from <i>Esperanza Rising</i>	
Nature as truth	<ul style="list-style-type: none"> <li>• Pleasure mixed with pain</li> <li>• Beauty mixed with terror</li> </ul>
Examples from <i>Esperanza Rising</i>	



## Romanticism Chart

Romantic Characteristics	Description of Characteristics
<b>Belief in a child's innocence</b>	<ul style="list-style-type: none"> <li>Youth as the golden age</li> <li>Nostalgia for the past</li> </ul>
<b>Examples from <i>Esperanza Rising</i></b>	
<b>Feelings and emotion over logic</b>	<ul style="list-style-type: none"> <li>A dream desired</li> <li>The belief that anything you want you can have if you want it enough</li> </ul>
<b>Examples from <i>Esperanza Rising</i></b>	

## Romanticism Chart

Romantic Characteristics	Description of Characteristics
Interest in the common man	<ul style="list-style-type: none"> <li>• Heroic individualism</li> <li>• Examination of the human personality</li> <li>• Common people idealized</li> </ul>
Examples from <i>Esperanza Rising</i>	
The desire for freedom	<ul style="list-style-type: none"> <li>• Freedom from convention and tyranny</li> <li>• Emphasis on human rights</li> </ul>
Examples from <i>Esperanza Rising</i>	

## Romanticism Chart

Romantic Characteristics	Description of Characteristics
The lure of the exotic	<ul style="list-style-type: none"><li>• Romantic love</li><li>• Mystery</li><li>• Superstition</li><li>• Imagination</li></ul>
Examples from <i>Esperanza Rising</i>	

## 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 13<sup>th</sup> 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	<ul style="list-style-type: none"> <li>• Nature is an extension of man</li> <li>• The breath of God fills both man and earth</li> <li>• One's inmost self is touched by the beauty of nature</li> </ul>
Examples from <i>Esperanza Rising</i>	
<p>"Our land is alive." p. 1</p> <p>The earth breathes and has a heart. p. 1</p> <p>"Her body was breathing with the earth's." p. 3</p>	
Nature as truth	<ul style="list-style-type: none"> <li>• Pleasure mixed with pain</li> <li>• Beauty mixed with terror</li> </ul>
Examples from <i>Esperanza Rising</i>	

## Mini-Lesson

**Vocabulary Routine:** *resentment* (L 4, 5)

The prefix ‘re’ means *back or again*. The root ‘sent’ means *to feel*. The suffix ‘ment’ makes the word a noun.

## Instructional Read-Aloud

**In this chapter...**it is the day of the fiesta, and Esperanza pricks her finger on the thorn of a rose, which is bad luck. That night, Esperanza worries about her father, who is late coming home.

**In this lesson...**you will be modeling how readers focus on the historical setting and the characters’ circumstances. You will also demonstrate adding notes to the Romanticism Chart.

To prepare for this lesson, photocopy the “Map of Mexico” found at <http://www.geographicguide.com/america-maps/mexico.htm>.

Have students insert this map into their reader’s notebooks. You may also want to enlarge this map and post it on the wall in your meeting area.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize
- Infer

Show understanding of important story elements (RL 3)

- Setting

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

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

- Romanticism

Connect to a visual representation of the topic (RL 7)

- Map

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 keep track of important characters and details about them.

## Teach:

*Today I am going to teach you...*

...that when reading historical fiction, good readers gather important information about the historical setting—time, place, and circumstances—from the important details in the story.

Yesterday, we learned that the first part of this story takes place at El Rancho de Las Rosas, in Aguascalientes, Mexico. Today, we will be using a map of Mexico to locate the town of Aguascalientes.

As we read, we will continue to gather clues about the setting, including the circumstances of the characters. Please turn to a blank page in your reader's notebooks and title it **Setting Clues**. This is where we will keep track of information about the setting.

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 \_\_\_\_\_.



**Begin reading chapter 2 of *Esperanza Rising*, starting on page 8 where it says, “It had taken every day of three weeks to put the harvest to bed and now everyone anticipated the celebration.”**

## Model:



**Stop after:** “...for someday.” (p. 10)

**When the book said** that Papa had left early that morning with the vaqueros to work the cattle, **I thought this was an important detail because** it tells me that El Rancho de Las Rosas is a large ranch with many workers. **This helps me understand** the size of Papa's wealth.

((Model adding these details to the setting clues list.))

**When the book said** that Esperanza would be serenaded on her birthday and given beautiful presents, **I thought this was an important detail because** it tells me that Esperanza gets everything she needs and wants. **This helps me understand** Esperanza's circumstance: she is well taken care of.

((Model adding these details to the setting clues list.))

### Guided Practice:



**Stop after:** "...there was still resentment against the large land owners." (p. 12)

What details did you learn about the setting?

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding these details to the setting clues list.)

### Guided Practice:



**Stop after:** "Let's wait inside." (p. 12)

What details did you learn about the setting?

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding these details to the setting clues list.)

### Stretch It:

We have been learning that the style of *Esperanza Rising* is romanticism. Please take out your Romanticism Chart. Today we began to see evidence that this story reveals nature as truth.

**Discuss:** What detail in the text shows pleasure mixed with pain?

(Model adding these details to the style chart.)

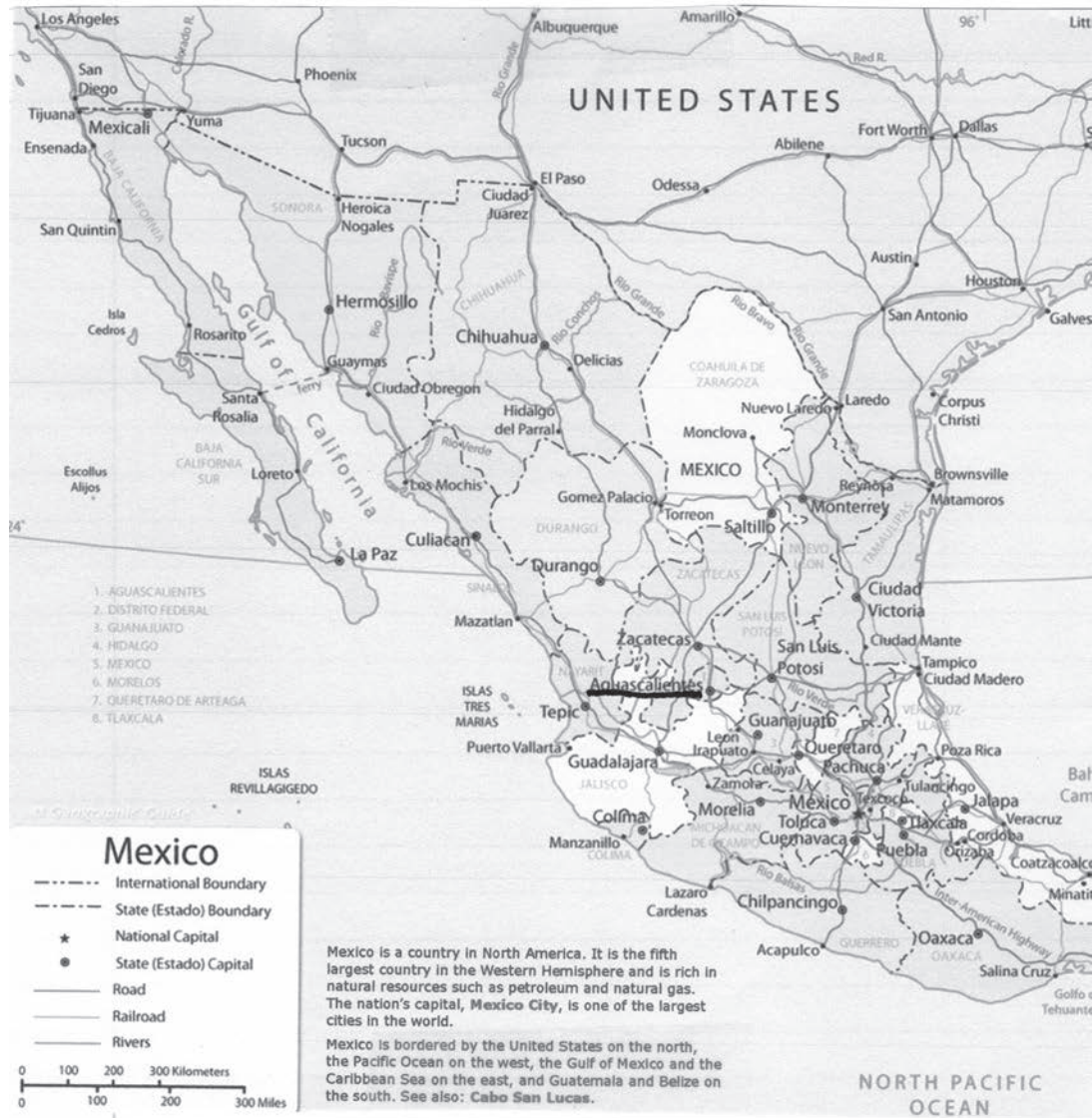
### Link:

*Today and every day when you read...*

...I want you to gather important information about the story's setting.

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

## Map of Mexico



## Setting Clues

Aguascalientes, Mexico

1930 - 10 years after the revolution

El Rancho de Las Rosas - a large

ranch with many workers

Esperanza gets everything she needs  
and wants

The wealthy own most of the land



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

### Romanticism Chart

Romantic Characteristics	Description of Characteristics
Nature as beauty	<ul style="list-style-type: none"> <li>• Nature is an extension of man</li> <li>• The breath of God fills both man and earth</li> <li>• One's inmost self is touched by the beauty of nature</li> </ul>
Examples from <i>Esperanza Rising</i>	
<p>"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</p>	
Nature as truth	<ul style="list-style-type: none"> <li>• Pleasure mixed with pain</li> <li>• Beauty mixed with terror</li> </ul>
Examples from <i>Esperanza Rising</i>	
<p>A rose with thorns p.8  "There are cattle grazing on big ranches yet some peasants are forced to eat cats." p.12</p>	