

Esperanza Rising



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 Genre Historical Fiction

Synopsis This novel tells of a Mexican girl's fall from riches and her immigration to California in the 1930s, during the Great Depression. The story highlights her awareness of Mexico's post-revolution tensions, the rivalry with Oklahoma Dust Bowl victims, and struggles of Mexican workers trying to organize themselves to ask the U.S. government for better living conditions. Esperanza must rise above the financial challenges and lack of acceptance to help her mother and build her life.

Themes Grief and Loss; Immigration; Family Dynamics
 Protagonist Female; Mexican American; Immigrant
 Setting California, US; Rural

Note The page numbers in this lesson plan refer to the paperback ISBN 978-0-439-12042-5 edition, first printed June 2007. Page numbers may vary by edition.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 1



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a harvest season? The harvesting of wine grapes (Vintage) is one of the most crucial steps in the process of winemaking. The time of harvest is determined primarily by the ripeness of the grape as measured by sugar, acid and tannin levels with winemakers basing their decision to pick based on the style of wine they wish to produce. The weather can also shape the timetable of harvesting with the threat of heat, rain, hail, and frost which can damage the grapes and bring about various vine diseases. In addition to determining the time of the harvest, winemakers and vineyard owners must also determine whether to utilize hand pickers or mechanical harvesters. The harvest season typically falls between August & October in the Northern Hemisphere and February & April in the Southern Hemisphere. With various climate conditions, grape varieties, and wine styles the harvesting of grapes could happen in every month of the calendar year somewhere in the world. In the New World it is often referred to as the *crush*.

Today's reading *Esperanza* describes her time on the Ranch. It is harvest time and she is allowed (given the honor of) picking the first bunch of grapes for harvest. It is very ceremonious and a celebrated event.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

draped (1)	arbors (1)	scythe (4)	capricious (13)	propriety (13)
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READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 1–22

Setting	Characters	Pages
Mexico, 1924	Esperanza and papa	1–3
Mexico, 1930 The Ranch	Esperanza, her parents, the ranch hands	4–8
Rose garden	Esperanza	8–11
Courtyard	Esperanza and mama	11–12
Study	Esperanza, Abuelita, mama, servants	12–15
Study	Esperanza (thinking about her friends)	15–18
Study	Esperanza, Abuelita, mama, uncles, men	18–22

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Esperanza is six years old and her father is telling her how to hear the heartbeat of the earth.
- The family owns a ranch and winery in Mexico.
- Esperanza is 12 years old and performs a ceremonial task that marks the beginning of the reaping of the fields.
- A day before Esperanza's thirteenth birthday, her father disappears and is later found dead.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Create a map of story locations to post in your class. As you read about locations in the novel, post them. Today, locate Aguascalientes, Mexico.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait of Esperanza.

Materials:

- Open Mind Portrait diagram (next page).
- Large piece of stiff paper, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

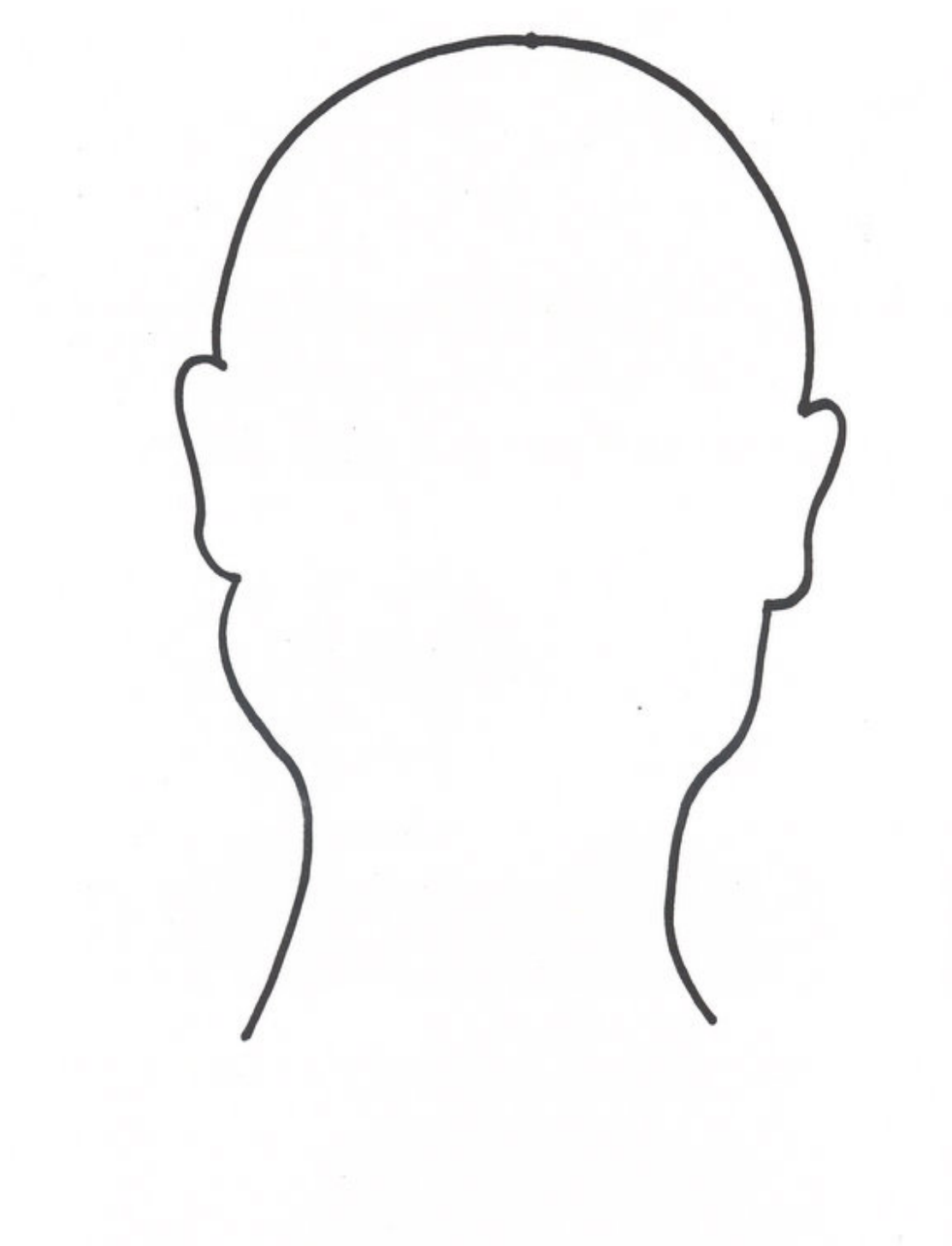
1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.

2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. What do you think Esperanza is thinking and feeling as she hears the sound of the earth? Spends time with her father? Learns of his death? Add 3–5 things Esperanza thinks, or says to herself, on each bubble.
3. Put the bubbles up around the portrait.
4. Keep the portrait in your folder. You will add to the portrait later.

Open Mind Portrait



8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. Where does Esperanza live and what does her family do? How are being a landowner and rancher considered negative to those around?
2. How is Esperanza's life different than the life of the villagers? What does her father do for his workers?
3. Is it appropriate for Esperanza to learn to love the land? Do you think she will ever be allowed to work the land/ranch?
4. What are Esperanza's goals and focus at this time in her life? Should she desire to have and be more than she wants? Based on your knowledge so far do you think she will be able to seek more education after high school?
5. What happened that caused Esperanza to have a premonition?
6. Why was Esperanza looking forward to the time after the harvest? What does she anticipate?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 7

"After their Quinceneras, they would be old enough to be courted, marry and become *las patronas*, the heads of their households, rising to the positions of their mothers before them" (p. 7).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you think that Esperanza is limiting herself? At this point in her life she wants nothing more than to marry and be the head of a household. What other options is she missing? Although this is a noble cause do you think she should make that decision without having more life knowledge or a skill herself? Did you imagine what you wanted your life to be like at 13? How was it different?

Write a one-paragraph narrative in which you describe a real or imagined event. Pretend you planning or having your Quincenera or 15th birthday. Write a narrative in which you describe the event. Engage your reader by establishing context and point of view. Introduce your characters. Organize a sequence of events that unfolds logically. Use narrative techniques such as dialog, pacing, and description to develop experience, events, and characters. Use a variety of transition words. Use precise words and phrases to convey detail and imagery. Provide a conclusion that follows form and reflects on the narrated experiences.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 2



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What/who is Don Quixote?

Don Quixote is a middle-aged gentleman from the region of La Mancha in central Spain. Obsessed with the chivalrous ideals touted in books he has read, he decides to take up his lance and sword to defend the helpless and destroy the wicked. After a first failed adventure, he sets out on a second one with a somewhat befuddled laborer named Sancho Panza, whom he has persuaded to accompany him as his faithful squire. In return for Sancho's services, Don Quixote promises to make Sancho the wealthy governor of an isle. On his horse, Rocinante, a barn nag well past his prime, Don Quixote rides the roads of Spain in search of glory and grand adventure. He gives up food, shelter, and comfort, all in the name of a peasant woman, Dulcinea del Toboso, whom he envisions as a princess.

Cervantes relates the story of Don Quixote as a history, which he claims he has translated from a manuscript written by a Moor named Cide Hamete Benengeli. Cervantes becomes a party to his own fiction, even allowing Sancho and Don Quixote to modify their own histories and comment negatively upon the false history published in their names.

In the end, the beaten and battered Don Quixote forswears all the chivalric truths he followed so fervently and dies from a fever. With his death, knights-errant become extinct. Benengeli returns at the end of the novel to tell us that illustrating the demise of chivalry was his main purpose in writing the history of Don Quixote.

In today's reading Esperanza opens her birthday gifts. She had been avoiding it but "her father would have wanted it". She receives a copy of Don Quixote from her Abuelita. It is ironic she is given a book about chivalry when her uncles are acting the complete opposite.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cordial (26)	indignation (30)	pretentious (33)	pungent (38)	pervaded (38)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 23–38

Setting	Characters	Pages
Bedroom	Esperanza and mother	23–24
Entry/patio	Esperanza and Senor Rodrigues	24–25
Bedroom	Esperanza and Hortensia	25–26
Funeral/house	Esperanza, her mother, and Abuelita	26–28
Papa's Study	Esperanza, her mother, Abuelita, uncles and lawyer	28–33
Home	Mama, Hortensia, and Alfonso	34
The Rose Garden	Miguel and Esperanza	35–38

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- The family mourns the loss of her father and many come to pay their respects.
- Esperanza finds out her uncles want to take over the ranch.
- They try to convince Mama to marry one of them so he can have a wife and run for governor.
- Miguel tells Esperanza that he and his dad and mom are moving to the United States to work because they will not work for her uncles, who would treat them poorly.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add details to the Mexican state of Aguascalientes in the map you created on day one.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add bubbles to the Open Mind Portrait of Esperanza you created on day one. What is she thinking and feeling as she mourns the loss of her father? Does she remember various details? Is her uncles taking over for him? Add 3–5 new thoughts to the portrait.

Setting Chart

Based on the reading from day one and today: Create a setting chart for the first section of the novel. Use it to sketch a visual representation of the novel so far.

Setting Chart

Where	When
Time	Weather

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. How did people pay their respects after Esperanza's father died? Is that customary for most people? Why do people bring food? What do you do in your family if someone dies?
2. Why is there a certain length of time that is for mourning? Do people mourn differently? Is it fair to place a timeline on how to grieve? Explain.
3. What did the uncles want to do? Are they compassionate? What should they do in this situation?
4. Does mama have the ability to keep the ranch and the workers? How would basic education have helped her in this situation? What does she need to know now to keep the ranch and move forward?
5. What do they mean when they talk of corruption? Who has the influence? How will others make decisions as it relates to Esperanza and her mother?
6. What does Miguel refer to when he says, "You were right Esperanza we stand on different sides of the river"? Would you ever want to be judged based on your zip code? How does this affect both Miguel and Esperanza?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 25

"Her face crumbled, "Señor, she said, choking back tears. "Have you not heard?...my papa is dead" (p. 25).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about a time (real or imagined) you had to convey or receive bad news. It could have been about a friend, family member, pet, school, or job. What was that experience like for you?

Write a narrative paragraph or two designed to detail to your reader how this event affected you and the other person. Engage and orientate your reader by establishing a context and point of view, and introduce the narrator and or characters. Organize an event sequence that unfolds naturally and logically. Use narrative techniques such as dialog, pacing, and description to develop the experience, event, and characters. Provide a conclusion that follows form and reflects on the narrated events.

STEP 1: Autobiography/personal narrative:

- The goal of this unit is for you to write a personal narrative about a specific event in your life.
- Think of a memorable experience that happened over a short period of time.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 3



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the significance of the Phoenix Rising?

The Phoenix, or Phoenix as it is sometimes spelled, has been an enduring mythological symbol for millennia and across vastly different cultures. Despite such varieties of societies and times, the Phoenix is consistently characterized as a bird with brightly colored plumage, which, after a long life, dies in a fire of its own making only to rise again from the ashes. From religious and naturalistic symbolism in ancient Egypt, to a secular symbol for armies, communities, and even societies, as well as an often-used literary symbol, this mythical bird's representation of death and rebirth seems to resonate with humankind's aspirations.

[http://www.newworldencyclopedia.org/entry/Phoenix_\(mythology\)](http://www.newworldencyclopedia.org/entry/Phoenix_(mythology)) In Greek mythology, a phoenix or phoenix (Greek: φοῖνιξ *phoinix*) is a long-lived bird that is cyclically regenerated or reborn. Associated with the sun, a Phoenix obtains new life by arising from the ashes of its predecessor. The Phoenix was subsequently adopted as a symbol in Early Christianity. While the Phoenix typically dies by fire in most versions of the legend, there are less popular versions of the myth in which the mythical bird dies and simply decomposes before being born again. According to some legends, the phoenix could live over 1400 years before rebirth. Herodotus, Lucan, Pliny the Elder, Pope Clement I, Lactantius, Ovid, and Isidore of Seville are among those who have contributed to the retelling and transmission of the phoenix motif. In the historical record, the Phoenix "could symbolize renewal in general as well as the sun, time, the empire, metempsychosis, consecration, resurrection, life in the heavenly Paradise, Christ, Mary, virginity, the exceptional man, and certain aspects of Christian life".

In today's reading *Esperanza* and her mother decide they must leave Mexico after their ranch has been burned. Abuelita, tells *Esperanza* to remember the Phoenix who rises out of the ashes to rebuild itself.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

scurried (41)	silhouetted (41)	salvage (43)	discreetly (49)	waif (54)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 39–57

Setting	Characters	Pages
ranch	Esperanza and family	39–42
Patio	Esperanza	43–44
Cabin	Esperanza, mama, uncle and servants	44–46
Hortensia and Alfonso's cabin	Esperanza, Miguel, mama, Hortensia, Alfonso, and Abuelita	46–50
Cabins	Abuelita's sisters, mama, Esperanza, Abuelita, and friends	50–53
Meetings	Esperanza, Senor Rodriguez, mama, and friends	53–57

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Esperanza wakes up and her house and ranch are on fire.
- Everything except the servant's quarters is burned down.
- They suspect the uncles have done this.
- They develop a plan and decide to trick the uncles and escape to America.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add to your map. Where will Abuelita be staying at the convent? What is the route Esperanza and her mama are taking?

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your portrait of Esperanza. What is she thinking and feeling as she watches her home burn? As her mother agrees to marry her uncle? As she is given clothes for the poor? Add 3–5 new thoughts to the portrait.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. What is a **simile**? What is the simile in the following description of the fire (p. 42): "The flames ran along the deliberate rows of the vine, like long curved fingers reaching for the horizon, lighting the night sky."
2. What is irony? Do you think it is ironic that Esperanza is sleeping with the servants and wearing clothes for the poor after she told Miguel they live on opposite sides of the river? Explain.
3. Why do you think Mama told Tio Luis that she would consider his marriage proposal? What does he intend to do to Esperanza? Why does mama request the wagon and that the land be replanted immediately? What is her plan?
4. Why must they leave Abuelita? Where will she go? What role do nuns and the church play in maintaining documents?
5. How did Esperanza feel when she left? How has her role changed since the beginning of the novel?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 50

"Esperanza, do you remember the story of the phoenix, the lovely bird that is reborn from its own ashes? Esperanza nodded. Abuelita had read it to her many times from a book of myths. We are like the phoenix, rising again, with a new life ahead of us" (p. 50).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In what way is Esperanza's family like the Phoenix? Why do they have to move? What happened to their house and land? What awaits them? How do Mama's actions show responsibility for her family and her friends? Have you ever had to start over in your life or in a new situation?

Write a one-paragraph narrative in which you describe a situation that occurred in your life that forced you to start over (real or imagined); it could be a new school, new job, and a fight with a family member. Introduce the situation. Introduce the characters and context. Organize the events so they unfold naturally and logically. Use description to detail the events and the situation. Use sensory language and detail to convey your experience from the event. Provide a conclusion that reflects on the narrated experience.

STEP 2:

Fill out a 5W's chart (Cubing Who, What, When, Where, Why; next age) to help you collect your details. Use this cube to assist you in your rough draft.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 4



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Empathy, Compassion and Kindness

Compassion and kindness are two important values. Look up the definitions of these values. Describe Carmen's acts of kindness (pages 78–80). Why does Esperanza feel guilty?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

alms (66)	undulating (68)	valise (69)	monotonous (72)	irritable (73)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 58–80

Setting	Characters	Pages
Wagon ride	Esperanza, mama, Hortensia, Miguel and Alfonso	58–60
Wagon ride (Esperanza remembering)	Hortensia, Esperanza, Miguel	60–63
Train ride	Miguel, papa, and Esperanza	63–65
Train ride	Esperanza, mama, Hortensia, Miguel, and Alfonso, poor girl	65–72
Train ride	Esperanza, mama, Hortensia, Miguel, and Alfonso, Carmen	72–80

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Miguel and Alfonso help Esperanza and her mother escape.
- The travel for several days to get to a far-away train station so Tio Luis does not find them.
- They travel on the train for many days and Esperanza experiences what it is like not to have a lot of money. This is new for her.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add a new location to your map. Today add Zacatecas.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Rule Poster

Esperanza notices that mama's rules changed since they boarded the train. Create a list of rules that you think would be fair for all people, including you to live by. List 5–10 rules. On the back give one reason that rule is applicable and needed. Decorate your rules to be posted in the class.

Open Mind Portrait

Add to your portrait of Esperanza. What is she thinking and feeling as she leaves the ranch? She has to travel in the wagon and in the cattle car? What are her thoughts as she sees the social rules change for her and her mother?

8. Discussion

Comprehension and higher-level questions for discussion.

Key Questions

1. How are the titles of the chapters related to what happens in that specific chapter? What is the significance of this chapter's title?
2. How does Esperanza escape? How do Mama and Hortensia help take Esperanza's mind off of her tight quarters? What role does Hortensia play in Esperanza's life?
3. What's your reaction to Esperanza's reaction to the beggar girl who wanted to hold her doll? Why did she want to keep that doll prized? Was it responsible for her to bring it out in the first place?
4. Where does Miguel want to work? How does he feel about Esperanza's papa?
5. What does Esperanza realize about the influence her father had on others? How is that type of influence important to others? Have you ever had a person like papa to influence you? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 76

“Carmen smiled.

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

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Respond to the above quote—what do you think of this idea of being thankful for very simple things? What are you thankful for in your life? Do you think if more people were appreciative of what they had, instead of focused on what they didn’t have; people would find life more satisfying?

Write a one-paragraph narrative in which you detail the important riches, people, or experiences in your life. Engage your reader and establish context and point of view. Use techniques such as detail and description to develop the experience. Use precise words and phrases to give relevant details and convey sequence. Provide a conclusion that follows form and reflects on the narrated experience.

STEP 3: Finish rough draft and review effective traits

- We are going to use this first personal narrative of the year to introduce the traits of effective writing.
- Note to teacher: Throughout this unit we will be revisiting the students’ personal narratives and making revisions by examining different traits of effective writing. While a student and a teacher do not need to examine *every* trait in detail every time they write something, this initial writing activity provides us an opportunity to *slow things down and take a closer look at what makes good writing*.
- The object here is to focus on the *process of revision*- not just the product, or getting it turned in. For some of your students, this idea will take some getting used to.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 5



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is immigration? (for discussion)

Look up a definition of immigration. Research the different reasons for immigration. Why did Esperanza and mama immigrate to the United States?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

demeanor (82)	staccato (93)	untethered (92)	monstrous (94)	bulging (94)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 81–99

Setting	Characters	Pages
Train depot/immigration	Esperanza, mama, Miguel, Hortensia, and Alfonso, immigration officials	81–83
Train to Los Angeles	Esperanza, mama, Miguel, Hortensia, and Alfonso,	83–84
On the way to san Joaquin Valley from Los Angeles	Esperanza and Mama Miguel, Alfonso, Hortensia, Alfonso's family	85–93
Truck	Miguel, Esperanza, Isabel, Marta	93–99

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- They all go through immigration.
- They finally arrive in LA and are greeted by Alfonso's family.
- They drive to the camp where they will be working.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add a new location to your map. Today add Mexicali and the San Joaquin Valley. Add countries that the other workers are from.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

CUBE 5W's and H

Create a cube, which addresses the 5 W's, and H. You can use the cube to write a summary of the chapter. Hang the cubes as a mobile when they are complete

Open Mind Portrait

Add to your portrait of Esperanza. What is she thinking and feeling as they pass through immigration? As they meet Alfonso's family (especially Isabela)? And drive to the work camp. Add 3–5 new thoughts to your Open Mind Portrait.

4c12 Cubing Who, What, When, Where, Why

		Name			
		Who			
	What	When	Where		
		Why			

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. How did Esperanza's mama deal with the immigration officer? Why did his attitude change when she was direct with him?
2. At each stop Alfonzo and Miguel leave the train with a package, what do you think is in the package? What are they trying to do?
3. How are Esperanza and Isabela's life different? Why is Isabela excited about school? Do you think Esperanza has taken too much for granted?
4. Esperanza lies down to listen to the earth. What is she trying to accomplish? Why can't she hear it? How is connecting with the earth going to connect her with her father?
5. Why do you think Marta is so rude to Esperanza? Does Esperanza deserve it? Is it Anza's fault how she was raised? Do you think she will ever be judged for who is she or always for who she was?
6. Besides people from Mexico, what other countries are the workers from?
7. What do the conditions seem like at the camp according to Marta and Isabel?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 97

"Esperanza started back at Marta, unblinking. What had she done to deserve this girl's insults? Through gritted teeth she said. "You know nothing about my papa. He was a good man, kind man who gave much of his property to his servants" (p. 97).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Have you ever been in a situation what regardless of how hard you tried you could do or say nothing right to another person?

Write two narrative paragraphs in which you describe the situation. Who was involved? What was the context of the moment? Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 4: Revising→Focus on Organization

- Today, take a closer look at how you have organized your paper. Jot down how you decided to tell your story. Did you start at the beginning and go to the end? Did you start with the ending and then cut to the beginning? When writing creatively, an author has choices to make. The choices he or she makes impact the reader's experience.
- Share your writing with a peer. Get feedback and make revisions. Do they think your story is well organized? How could it be clearer and stronger?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 6



1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Cinderella?

Cinderella is one of the most recognized stories around the world. The themes from the story appear in the folklore of many cultures. Sources disagree about how many versions of the tale exist, with numbers conservatively ranging from 345 to over 1,500. The tale has its own Aarne Thompson classification, which is 510A. The tale always centers on a kind, but persecuted heroine who suffers at the hands of her family after the death of her mother, except when her birth mother is one of her persecutors. Her father is either absent or neglectful, depending on the version. The heroine has a magical guardian who helps her triumph over her persecutors and achieves a wealthy marriage. The guardian is sometimes a representative of the heroine's dead mother. Most of the tales include an epiphany sparked by an article of clothing (usually a shoe) that causes the heroine to be recognized for her true worth. Inarguably, the most familiar Cinderella tale is the one published by Charles Perrault in his *Histoires ou contes du temps passé* in 1697. When most people think of Cinderella, a version of Perrault's tale is the one they imagine.

A young woman is mistreated by her stepmother and stepsisters, forced to work as their servant, and usually called by a name associated with ashes or dirty labor. When the stepsisters and the stepmother are invited to a ball (or leave to attend church), they assign an impossible task to Cinderella to prevent her attendance. Usually animals complete the task for her while she receives beautiful clothes from a fairy godmother or other magical helper. She attends the ball (or church) incognito where the prince falls in love with her. She must leave early before her magical accoutrements disappear or her identity is discovered. The same occurs a second and third time with Cinderella losing a shoe as she runs away the third night. The prince acquires the shoe and declares he will wed the woman it fits. Everyone unsuccessfully tries the shoe, including the stepsisters who mangle their feet trying to make it fit, until Cinderella is finally discovered and compelled to try on the shoe. When it fits, she and the prince are married.

In today's reading *Esperanza* is given jobs to do while everyone else goes to the fields to work. She does not know how to do laundry, sweep, or do any other basic tasks. They have always been done for her. She learns that the camp knows, and Marta refers

to her as Cinderella. Miguel returns to the camp and shows her how to sweep. She asks Isabela to teach her to do other things.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cringed (101)	bestowed (104)	debris (110)	accosting (114)	assured (116)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 100–120

Setting	Characters	Pages
Cabin	Esperanza and Mama	100–104
Cabin	Esperanza and Isabela	105–106
Cabin	Esperanza, mama, Hortensia, and Alfonso	106–109
Camp	Esperanza and Isabela	110–113
Cabin	Esperanza and Isabela	113–116
Platform	Esperanza and workers	116–118
Cabin	Esperanza, Miguel, and Isabela	118–120

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Esperanza arrives at camp and has to share a very small cabin with many other people.
- Esperanza has a difficult time adjusting.
- She feels like Mama is changing.
- Everyone gets new chores and Esperanza has to learn how to do very basic things.
- People tease her for not knowing how to sweep or change a diaper.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add locations to the map. Create a map of camp as it is described in the writing.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling as she has to admit she does not know how to work? As she is laughed at? As she has to share a cabin? Add 3–5 new thoughts to your portrait.

Setting Chart

Create a setting chart for today's reading. Use the chart to sketch or create a visual representation of Esperanza's new home. Hang this chart and sketch next to the setting chart you did on day 2 of the lesson.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. Why is Esperanza upset when they arrive at camp? What does she realize when she sees the children run to greet their fathers?
2. Why do Esperanza and her mother have to share a cabin? Why can't women work in camps without a man?
3. Mama is making a choice to be happy. How is happiness a harder choice to make than being miserable? Who would you rather be around a positive person or someone who is negative?
4. What is your impression of the text? Do you like how the author writes? Are the characters believable?
5. Esperanza is given a job and realizes she does not know how to work. Do you know what it means to work? What is the hardest job you have ever had to do? What is the value in hard work? What does doing hard tasks teach you?
6. Esperanza asks Isabela for help to learn how to do her tasks. What attribute does this impress upon you? Why is it really difficult to realize you need help and then to ask for it?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 120

"Isabela, I will tell you about how I used to live. About parties and private school and beautiful dresses. I will even show you the beautiful doll my papa bought for me, if you will teach me how to pin diapers, wash, and. . ." (p. 120).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Esperanza has to ask for help to be able to assist her mama and family in the camp. It is really hard asking for help and sometimes we avoid it. Think of a time you needed to ask for help and you didn't or you asked for help from someone.

Write a one paragraph narrative in which you describe the situation and who was involved.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 5: Revision and word choice

- Take a pencil and circle all the verbs in your paper.
- Then, go back and think about how you could make some of your choices more specific and colorful.
- Teachers, model what this could look like.
- Teachers, you may also want to put up a '**boring word graveyard**' on your wall. This is where you and the students decide on all the words that are 'dead' and that should not be used too often because they aren't specific enough. Examples: nice, pretty, beautiful etc. These can be verbs, nouns or modifiers.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to remind students to use the thesaurus as necessary.
- After they have gone through and revised their verbs, have them do the same thing with **nouns**.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 7



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Our Lady of Guadalupe and what is her significance?

Alternate titles: Nuestra Señora de Guadalupe; Virgin of Guadalupe

Our Lady of Guadalupe, Spanish **Nuestra Señora de Guadalupe**, also called **the Virgin of Guadalupe**, in Roman Catholicism, the Virgin Mary in her appearance before Juan Diego in a vision in 1531. The name also refers to the Marian apparition itself. Our Lady of Guadalupe holds a special place in the religious life of Mexico and is one of the most popular religious devotions. Her image has played an important role as a national symbol of Mexico.

According to tradition, Mary appeared to Juan Diego, who was an Aztec convert to Christianity, on December 9 and again on December 12, 1531. She requested that a shrine to her be built on the spot where she appeared, Tepeyac Hill (now in a suburb of Mexico City). The bishop demanded a sign before he would approve construction of a church, however. Mary appeared a second time to Juan Diego and ordered him to collect roses. In a second audience with the bishop, Juan Diego opened his cloak, letting dozens of roses fall to the floor and revealing the image of Mary imprinted on the inside of the cloak—the image that is now venerated in the Basilica of Guadalupe.

The traditional view has been questioned by various scholars and ecclesiastics, including the former abbot of the Basilica of Guadalupe. The primary objection is that there is no documentary evidence for the apparition until 1648; critics claim that documents purporting to be from the 16th century are actually from the 17th. Critics have also noted that the bishop approached by Juan Diego was not consecrated until 1534, and he makes no mention of Juan Diego or of Our Lady of Guadalupe in his writings. Defenders of the Virgin of Guadalupe—including Pope John, who canonized Juan Diego and declared Our Lady of Guadalupe the patroness of the Americas—accept the authenticity of the early documents and point also to various oral accounts of the apparition.

John Paul's actions were only the latest in a series of developments affirming the importance of Our Lady of Guadalupe. A shrine to the Virgin has existed on the site since at least 1556, when the archbishop of New Spain promoted devotion to the image of Mary at a chapel in Tepeyac. The image was described by an English prisoner in Mexico City in 1568, and by the end of the 16th century Our Lady of Guadalupe formed part of a wide network of shrines to the Virgin throughout Mexico. The story of

Mary's appearance to Juan Diego was codified in the work of Miguel Sánchez in 1648, and an account in the indigenous language (Nahuatl) was published in 1649 and widely accepted as accurate. The devotion continued to grow, especially after Our Lady of Guadalupe was credited with ending a deadly epidemic that ravaged Mexico City in 1736–37. In 1737 she was proclaimed patroness of Mexico City, and in 1746 her patronage was accepted by all the territories of New Spain, which included part of present-day California as well as Mexico and regions as far south as Guatemala and El Salvador. In 1754 Pope Benedict XIV approved her patronage and granted her a proper feast and mass for December 12. Pope Pius X proclaimed her patroness of Latin America in 1910, and in 1935 Pius XI approved her patronage over the Philippines. Veneration of Our Lady of Guadalupe has been particularly strong among women, especially in Mexico, and since at least the early 18th century the devotion was spread throughout the world by the Jesuits and other religious.

Our Lady of Guadalupe's role in Mexican history is not limited to religious matters; she has played an important role in Mexican nationalism and identity. In 1810 Miguel Hidalgo y Costilla promoted her as the patroness of the revolt he led against the Spanish. The image of the Virgin of Guadalupe appeared on the rebels' banners, and the rebels' battle cry was "Long Live Our Lady of Guadalupe." During a religious revival in Mexico in the late 19th century, preachers declared that the foundation of Mexico could be dated to the time of the apparition of Our Lady of Guadalupe, because she freed the people from idolatry and reconciled the Spanish and indigenous peoples in a common devotion. Emiliano Zapata's peasant rebels carried the banner of Our Lady when they entered Mexico City in 1914, and, during the civil war in Mexico in 1926–29, the banners of the rebels bore her image. Her continuing significance as a religious and national symbol is attested by the hundreds of thousands of pilgrims who visit her shrine every year.

<http://www.britannica.com/EBchecked/topic/629932/Our-Lady-of-Guadalupe>

In today's reading Miguel and his father take the family to the back of the house. They have created a shrine to Our Lady Of Guadalupe and around it planted the roses they were able to bring that once lived at Esperanza's house in Mexico. It was a special moment as Esperanza and Miguel's rose (that her father planted) had made the journey with them.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

grotto 123	trellis 124	taunting 126	hull 128	litter (kittens)131
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 121–138

Setting	Characters	Pages
Cabin	The family	121–122
Behind the cabin	The family	122–125
The cabin	Esperanza, mama, Isabela, Hortensia, Josefina	125–128
Outside under the trees	Esperanza and Isabela	128–129
The Platform	The community, Esperanza, Isabel, Josefina, Marta	129–133
Cabin	Esperanza, Isabel, Josefina, the babies	133–136
Their room	Esperanza and Mama	137–138

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Everyone is getting used to working.
- Miguel and Alfonso finally unveil what they brought from Mexico—rose bush roots from the burned rose garden.
- They all bathe and go to the party.
- Marta is trying to get people to strike.
- Isabel takes home a little kitten.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling as she sees the roses and the shrine? Goes to the party? And hears Marta talk about the strike? Add 3–5 new thoughts to your portrait.

Poster/Collage

Draw how you picture the setting of the book. Or use pictures from magazines and newspapers to create a collage that represents the setting of the novel.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. Why was Esperanza surprised that Mama knew how to cook? Do you think she knew and didn't do it or had to learn quickly when they got to the camp? Why is it important that all people know how to cook at least basic items?
2. Had you guessed what Miguel and Alfonso were hiding? Why is it significant that the roses are saved? How is Esperanza's rose symbolic?
3. Why did Esperanza make sure she was the one helping Hortensia with water for her bath?
4. Esperanza is self-conscious and does not want to go to the party. Isabel tells her to, "get over it and face people" and if people tease you to just laugh. Do you think that is good advice? What would you advise her to do?
5. Marta comes with her friends and talks of a strike. They want all workers to strike and stop picking but the workers know that if they do, someone else will be there to work for lower wages. Who do you agree with? Marta and her friends for wanting more for the community? Or with the families who just want to feed their children and live? Explain.
6. "We come to the country to work, to take care of our families, to become citizens" if this is the goal of the workers do they have a right to ask for more from their companies?
7. Mama admits that she misses her dresses. Why are they significant? If you had to leave your life and your belongings behind, what would you miss most?

9. Analyze Analyze the key paragraph.

Key Paragraph, pp. 123–124

"After the fire, my father and I dug down to the roots. Many were still healthy. We carried the cuttings from Aguascalientes. And that's why we had to keep them wet. We think they will grow. In time, we will see how many bloom" (pp. 123–124).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think of the thoughtfulness and symbolism of this gesture. In what way did Miguel take responsibility for someone else's feelings? Explain the symbolism of putting a trellis near Esperanza's rose- bush so "it can climb." Think of a time that someone did a small gesture for you or you did a small gesture for someone else that made a lasting and significant impact.

Write a narrative paragraph in which you describe the event. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to

another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 6: Revision with modifiers (specifically adverbs today)

- Take a look at your paper. By now you have added more colorful verbs.
- Circle any adverbs you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adverbs you would like to add.
- Make those changes

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 8



PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Valley Fever?

Valley fever is a fungal infection caused by coccidioides (kok-sid-e-OY-deze) organisms. It can cause fever, chest pain and coughing, among other signs and symptoms. Mild cases of valley fever usually resolve on its own. In more severe cases, doctors prescribe antifungal medications that can treat the underlying infection.

<http://www.mayoclinic.org/diseases-conditions/valley-fever/basics/definition/CON-20027390>

In today's reading Esperanza's mama contracts Valley Fever. The disease is bad but then with all of the other stresses in her life it is exacerbated. Esperanza is forced to go to work so she can earn money to pay the bills.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

atrocious 141	scorched 141	peculiar 146	contagious 156	immunized 156
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 139–157

Setting	Characters	Pages
Cabin	Esperanza, Isabel and babies	139–143
Cabin	Esperanza, babies, Melinda and Irene	144–147
Cabin (dust storm)	Esperanza, Melinda, Irene	147–150
Cabin (dust storm)	Esperanza, Isabel, Mama, Hortensia, Josefina	151–153
Cabin	Mama, Esperanza, Hortensia, doctor	153–157

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Esperanza learns some lessons about taking care of the babies.
- A dust storm hits the valley.
- Mama gets Valley Fever and the doctor doesn't know if she will survive.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add Bakersfield to your map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Dialogue journal

Students ask characters questions and then record potential answers.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling the first time she watched the babies? As she learned to cook, clean, and care for the kids? As she saw her Mama get ill? Add 3–5 new thoughts to your portrait.

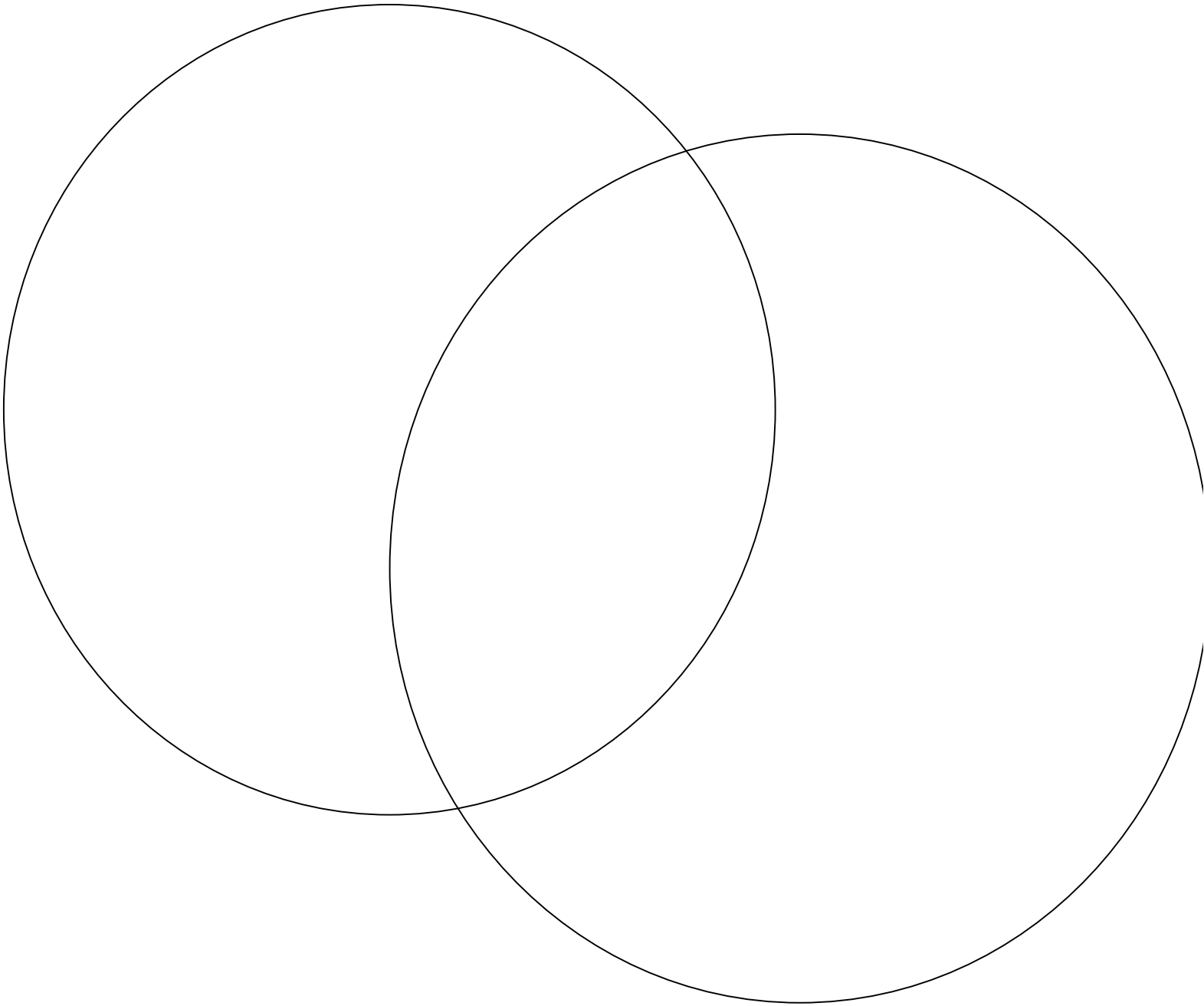
Setting Chart

Complete a setting chart for today's reading. Once complete use it to write a descriptive paragraph.

Venn Diagram

Create a Venn Diagram comparing Esperanza's life in Mexico to her life now that her mother is ill. Use the diagram to write a compare and contrast essay.

6g6 Venn Diagram Chart



8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. What was Esperanza's experience of taking care of the babies? Would you leave your children with Esperanza? What are the choices for childcare? How does her ability to care for the kids and home impact the others?
2. How does the weather impact the workers, the crops, and the families? What happens if they do not work?
3. What is the impact of going to the doctor? Why did mama wait so long for treatment? Do you think she would have gotten as ill if she had seen a doctor?
4. How did Mama get sick?
5. Do you think there is a benefit to the crop owners to have a doctor that checks in with the workers? Explain.
6. What social impact do unhealthy (unimmunized) migrant workers have on an existing population? Explain.
7. What policies should be in place to assist? How are those policies paid for?
8. Can you have inexpensive and readily available produce and food and a strong social system in place for the workers?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 139

"Esperanza struggled to carry both babies back to the cabin. Thank goodness Isabel had already helped her feed and dress them. She settled them on a blanket on the floor with some tin cups and wood blocks, then put the beans into a big pot on the stove...I wish Abuelita could see me, she thought. She would be proud" (p. 139).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In what way is Esperanza rising to the occasion? How is she handling her new responsibilities? How do you know she is being responsible even though she gave the babies raw plums and let the beans burn? Why do you think she believes Abuelita would be proud? What are your responsibilities where you live?

Write a one-paragraph narrative in which you describe a time in your life (real or imagined) that you had the opportunity to rise to an occasion. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 7: Revision with modifiers (specifically adjectives today)

- Look at your paper. You have added more specific nouns.
- Circle any adjectives you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adjectives you would like to add.
- Make those changes/additions.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 9



PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is depression?

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depression, major depressive disorder or clinical depression, it affects how you feel, think and behave and can lead to a variety of emotional and physical problems. You may have trouble doing normal day-to-day activities, and depression may make you feel as if life isn't worth living.

More than just a bout of the blues, depression isn't a weakness, nor is it something that you can simply "snap out" of. Depression may require long-term treatment. But don't get discouraged. Most people with depression feel better with medication, psychological counseling or both. Other treatments also may help. Numerous depression treatments are available. Medications and psychological counseling (psychotherapy) are very effective for most people.

Your primary care doctor or psychiatrist can prescribe medications to relieve depression symptoms. However, many people with depression also benefit from seeing a psychologist or other mental health counselor.

If you have severe depression, you may need a hospital stay, or you may need to participate in an outpatient treatment program until your symptoms improve.

<http://www.mayoclinic.org/diseases-conditions/depression/basics/definition/con-20032977>

In today's reading Mama is taken to the hospital. She is not getting better and the doctor feels she is depressed and needs more care. Mama has lost her husband, her mama, her wealth, and her home in a very short amount of time. She is suffering and not able to get the help she needs at the camp.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

intent 160	skeins 161	listless 161	determined 161	trance 163
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 158–178

Setting	Characters	Pages
Room	Esperanza and Mama	158–161
Hospital/truck	Esperanza, Mama, doctor, Alfonso, Hortensia,	161–164
Outside	Esperanza and Miguel	164–167
Shed	Esperanza, Josefina, Hortensia	167–172
Cabin	Esperanza and Isabel	172–176
Hospital	Esperanza and Mama	176–178

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Mama is getting weaker.
- Esperanza thinks that Abuelita could help make Mama feel better.
- They have run out of money and Esperanza wants to work.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Storyboard

Choose 5–6 main events from today's reading. Choose the key elements and visually represent them.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling as she remembers Christmases of the past? Seeing her mama? And when she realizes that Isabel has nothing and is really happy. Add 3–5 new thoughts to your portrait.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. How does working on Abuelita's blanket help Anza's spirits? How does the "mountain and valley" pattern of the blanket represent phases of life? Explain.
2. What significance is there that women of the camp have all contributed yarn to the blanket? What does that represent? How does weaving a hair in with the yarn represent love?
3. How was getting sick to overwhelming for Mama? Where does she need to get her strength from now?

4. Esperanza has made a plan to go to work to help with money. Do you think these are plans teens should be making? How will her desire to help her Mama, help her find strength?
5. How does Esperanza take her cues from Hortensia and Josefina? What happens when workers do well on one project? Does this system reward hard work and skill? Do you think this system is fair?
6. What does Esperanza remember about Christmases past? Why is this significant?
7. *"Isabel had nothing, but she also had everything."* What does this statement refer to? Is it possible to have nothing and everything at the same time? Which would you rather have? Who would you rather be around the person with nothing who is happy or the person with everything who is sad? Explain?
8. What are you noticing about how she is assimilating to life at the camp?
9. What did Esperanza leave for her Mama? What are her wishes? Do you think her commitment is a good enough gift?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 164

"I have to do something," said Esperanza, holding back tears. Hortensia put her arm around Esperanza. "Don't worry," she said. "The doctors and nurses know what she needs and we will take care of one another" (p. 164).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the theme responsibility requires action. Esperanza has been steadily becoming more and more responsible. She has taken care of the babies and is now taking care of Mama. Do you like her better as a character now or *before* she took on additional responsibilities?

Think of a time you slowly or gradually became more responsible. It may be at home, school, work, or in a volunteer position. **Write a narrative paragraph in which you engage your reader. Describe the situation, your characters, and what you were like. Organize your writing to share your story as it unfolds logically and naturally. Give details that support your experience and your characters. Provide a conclusion follows form, supports and reflects on your experience.**

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 8: Revision and voice

- Think of a song or singer that you think has a strong voice in his or her music.

- How would you describe that voice?
- You have the same thing. You are a unique individual with your own voice.
- Share your writing with someone who knows you and your voice-either a peer, teacher, aide, or parent. Ask them if you think your writing sounds like YOU.
- What could you add to make it sound more like you?
- Make revisions as necessary.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 10



PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is humanity?

Humanity can be described as the collection of human race or the quality of being human.

In today's reading Esperanza and Miguel go by the striker's camp. She describes elements of humanity in a sea of confusion. What elements of humanity are important for all people to have?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

taut 180	susceptible 183	hesitated 183	indignation 188	reluctant 191
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 179–198

Setting	Characters	Pages
Fields	Esperanza	179
Cabin	Esperanza and Hortensia	180–182
Hospital	Esperanza, Miguel, doctor, and Mama	182–184
Market/truck	Esperanza and Miguel	185–190
Truck	Esperanza, Miguel, Marta, mother	191
Strikers farm	Esperanza, Miguel, Marta, mother	192–195
Cabin	Esperanza, Hortensia, the family	195–198

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- The doctors tell Esperanza that her mother can't have visitors.

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- Esperanza continues to work and is saving money.
- Marta tells them that a strike is on the way and to be careful.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add new locations to the class map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling as she learns her Mama is sicker? As she sees the conditions of the striker's camp? As she tells Marta she feels for the workers but needs to care for her Mama? Add 3–5 new thoughts to your portrait.

Sketch

Read page 193 and 194 sketch the scene at the strikers' camp based on the descriptions in the novel.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. What helps Esperanza's hands? What basic household items or foods can be used to cure or care of basic health issues?
2. Why can't Mama have visitors? What does Esperanza do to help her feel better? Do you think basic care and touch helps? What happens to Esperanza when she cannot see her Mama?
3. Why do they shop at the Japanese Market? What are the conditions like outside the camp? How does Esperanza describe herself in the camp? What literary device does the author use? Is it effective? Page 188
4. How is the striker camp different than the one Esperanza lives in? Why are they banished? What warning does Marta give?
5. What does Esperanza do when she sees the man and children? Can she be compassionate and not want to strike?
6. The striker's want better conditions why doesn't everyone agree with the method? Describe the difference between Esperanza's need to make money and her want for better conditions. Can she have both at this moment in time? What about her future?
7. What happened to Miguel? How is one person's misfortune another person's fortune?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 197

“What’s the occasion?’ Asked Esperanza.
‘I got a job in the machine shop at the railroad’” (p. 197).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Miguel is finally getting close to realizing his dream. He knows the situation is temporary but if he does well he may get hired permanently.

Think of a time, real or imagined that you realized a dream or a goal was coming to fruition. Write a one-paragraph narrative in which you introduce the scene, context, and characters. Introduce the narrator and the characters. Write a dialog with two or three of the characters in which you share your news. Who was involved, what was said? Be detailed Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 9: Revision and dialogue

- Add at least 1 series of dialogue to your story.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 11



PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are picket lines? What does it mean to cross a picket line?

A picket line is a line or procession of people picketing a place of employment or otherwise staging a public protest. A protest is an event where people gather to show strong disagreement about something. In most cases protests are done to combat working conditions, pay, or some other form or work related need or want. Historically American's have protested for gender and race equality, social issues, and for wars. If you chose to work during a strike the strikers may yell, scream, or act violently towards you. However you have the right to work and to your own opinion.

In today's reading Esperanza and her family were yelled at, had rocks thrown at them, and had dangerous items placed in their work environments because they chose not to strike. Esperanza wanted to explain how she needed the money to help her Mama, but she knew they would not listen unless she agreed with them.

Visit this site to hear the top ten protest songs.

<https://www.yahoo.com/music/10-protest-songs-for-all-time-104424368491.html>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

slogans 199	menacing 200	lugs 201	despondent 207	anguish 208
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 199– 213

Setting	Characters	Pages
Shed	Esperanza and workers	199–201
Cabin	Esperanza and family	201–204
Shed	Esperanza, workers, and immigration	204–207
Shed	Esperanza and Marta	208–210

Cabin	Esperanza	210–211
Truck	Esperanza and Miguel	211–213

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Anza walks through the picket line.
- The strikers act out.
- The government comes to take them away.
- Anza helps Marta not get caught.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add locations to the map based on today's reading.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling as she is treated poorly by the strikers? As she sees immigration? When she helps Marta? Add 3–5 new thoughts to your portrait.

Poster/T Chart

Based on today's reading create a poster/ T-Chart that visually represents what the strikers are asking for. On the other side of the chart visually represent what would happen to pay for their demands. Who beside the growers are affected? How?

8. Discussion

Comprehension and higher-level questions for discussion.

Key Questions

1. Were you surprised by some of the strikers' tactic?
2. Do the strikers have a right to strike? Do the workers have a right to work? How can both sides get their needs met without hurting others?
3. Esperanza knows that they won't listen to her because she does not share their opinion? How can people balance their need to voice their opinion at the same time respecting other people's right to disagree?
4. What does the statement, "agree to disagree" mean to you?
5. What happens to wages as more workers flood the fields to "cross the picket lines"?
6. Did Esperanza's actions of helping Marta shocking to you?
7. How does the process of voluntary deportation work? Should workers who are not here legally be deported if they cause issues in their host country? Explain.

8. Should citizens of the host country who are willing to work in the fields be allowed to have those jobs first?
9. Have you ever seen a picket line?
10. What social or work issues can you list have been addressed by striking and pickets?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 212

“Laundry waved on the clothesline. Plates with rice and beans sat on crates and swarmed with busy flies. Shoes were lined up in front of tents, as it waiting for someone to step into them. The breeze picked up loose newspapers and floated them across the field. It was quiet and desolate, except for the goat still tied to the tree, bleating for freedom” (p. 212).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

The author does an amazing job describing the setting as it changes from scene to scene. What impression do you get of the strike? The shed? The camp? And now, the abandoned strikers’ homes? Notice her word choice.

Write a narrative about a moment in your that you noticed something either significant or insignificant (the sunrise, the sky, someone you passed in a store, etc.). Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. In today’s writing focuses mostly on the descriptive language.

STEP 10: Revision and reflections

- Add reflections where you see appropriate.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 12



PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the May Day Festival?

May Day on May 1 is an ancient Northern Hemisphere spring festival and usually a public holiday; it is also a traditional spring holiday in many cultures. May Day coincides with International Workers' Day, and in many countries that celebrate the latter, it may be referred to as "May Day".

In today's reading Isabel is praying many days in a row. Esperanza asks her what she is praying for; she wants to be the May Day Queen at her school. The teacher says they choose the queen based on merit (grades, etc.). However, the queen is chosen based on popularity.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

grotto 214	posy 214	alyssum 214	devoutly 215	relapse 229
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 214–233

Setting	Characters	Pages
Grotto	Esperanza, Josefina, and Isabel	214–216
Cabin	Esperanza, Isabel, and family	216–218
Cabin	Esperanza, Hortensia, Josefina, and Miguel	219–220
Fields	Esperanza and Miguel	220–224
Cabin	Esperanza, Josefina, Hortensia, Isabel	224
Fields/cabin	Esperanza and Isabel	225–229
Doctors	Esperanza, Hortensia, doctor, and Mama	229–231
Cabin	Esperanza, Hortensia, Josefina, and family	231–233

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Isabel wants to win the Queen of the May contest but no Mexican has ever won.
- Miguel and Anza get in a fight and he leaves.
- Mama returns home from the hospital.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the hospital in Bakersfield to your map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Plot Profile Chart

Create a Plot Profile Chart for the top 3–4 events of this chapter. Choose 3–4 events that you consider the most significant. Write them on the bottom of the chart. Rate them on a scale of 1–10 based on their intensity. You will complete the PPC on day 13 of the reading.

Open Mind Portrait

Add to the portrait for Esperanza. What is she thinking and feeling when she realizes she is a second-class citizen, after she fights with Miguel, and when her Mama comes home? Add 3–5 new thoughts to your portrait.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. What is the May Day festival at Isabel's school? Why is being the queen important to her? Why didn't she get chosen? How can a contest based truly on merit be handled fairly? How should the school choose kids? Write a plan.
2. What happened to Miguel? Do you think he should have spoken up or should have gone to work in the ditch? What would you have done in that situation? Does having a job that pays you something better than no work at all? Can he afford to be idealistic?
3. Why did Miguel and Isabel fight? Who do you think is right in this conflict?
4. Esperanza gave Isabel her doll. Why was it important for her to give her something she could cherish? Why is this gift significant? What does it show about Esperanza's character?
5. How does the family prepare for Mama's arrival?
6. Why did Miguel take Esperanza's money?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 227

“‘I want you to have something that will last more than one day,’ said Esperanza. She lifted the doll from the valise and handed it to Isabel. ‘To keep as your own’” (p. 227).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

What kind of role model has Esperanza become for Isabel? What impact do you think giving the doll to Isabel had on her sense of self? Have you ever given something to someone that was meaningful to you? What feelings accompany such gifts?

Write a narrative about a moment in your life that you were the recipient of a special gift or you gave someone a special gift (real or imagined). Engage your reader by establishing a context and point of view. Introduce the narrator and the characters. Engage and orient the reader by establishing a context and point of view and organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 11: Revision and sentence style

- Vary your sentence length and structure.
- Examine transitions.
- Are your sentences easy to hear/listen to?
- Make appropriate revisions.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 13



PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What do birthday songs signify? What does your family do to celebrate birthdays? How do different cultures celebrate? (For discussion)

In today's reading Esperanza is celebrating another birthday. It has been a year since her father died and she is sung to by the men in her family, the gifts are not as grand, but her time with her family is valued.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

marveled 234	bushels 235	mottled 235	tangy 235	obsessed 244
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 234–253

Setting	Characters	Pages
Cabin	Esperanza, Alfonso, and Mama	234
Shed	Esperanza, Josefina, and Hortensia	235–236
Truck/bus station	Esperanza, Hortensia, Alfonso, Miguel, and Abuelita	236–239
Camp	Esperanza, Abuelita, and family	240–241
Tree	Esperanza, Mama, Abuelita	242–247
Foothills	Esperanza and Miguel	247–251
Cabin	Esperanza, Alfonso, Miguel, the family	251–253

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Miguel had taken Anza's money orders and no one knew why.

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- He eventually contacted them and told them to meet him at the train station.
- He had gone to Mexico to bring Abuelita back home.
- It was an incredibly moving reunion.
- Anza and Miguel drive up a dirt road and walk up a trail. Anza and Miguel lie down and hear the earth's heartbeat.
- She imagines that she is floating over the land and seeing all her family and friends.
- She feels grounded and loved.
- They sing for her birthday and she is happy to have her family with her.
- She learns it is okay to start over and life has a way of working out.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Add the bus station in Bakersfield to your map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Plot Profile Chart

Complete your Plot Profile Chart. Choose events that are significant to today's reading. Rate them on a scale of 1–10 based on their intensity. Use the chart to write a summary of today's reading.

Open Mind Portrait

Add to the portrait of Esperanza. What is she thinking and feeling as she sees Abuelita? As she goes to the foothills to hear the earth? As she celebrates another birthday? Add 3–4 new thoughts to your portrait.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. Esperanza asks, "How are we going to pack all of this fruit?" One piece at a time. Josefina replies. Why is her response wise? Have you ever had a task that seemed overwhelming and it got done one-step at a time. Explain.
2. Where did Miguel go? What was the purpose of his journey?
3. How did he rescue Abuelita? What symbols did Abuelita have to know if things were good or bad for Esperanza and her mama?
4. What had happened after Esperanza and Mama had escaped? How had Abuelita's life changed?
5. Why was it significant that Esperanza completed the blanket in front of Abuelita? How does she describe the valleys and hills as she tells her story?
6. Why does Esperanza return to the foothills? How is this time different? How does this act connect her to her father?

7. Esperanza celebrates another birthday. Although they have lost their wealth, what has Esperanza gained in the last year? Do you think she has become a better person? Explain.
8. Abuelita and Esperanza start to teach Isabel to crochet. Esperanza rips her stitches out and says, “Don’t be afraid to start over?” Why is this statement so powerful?

9. Analyze Analyze the key paragraph.

Key Paragraph, pp. 234–235

“A few weeks later, Esperanza stood on the shed dock in the morning and marveled at the peaches, plums, and nectarines that poured into the shed. ‘How will we ever sort them all?’ she asked. Josefina laughed. ‘One piece at a time. It gets done’ (pp. 234–235).”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

How is this an analogy for life and through working through tough situations? In what way is this similar to the crocheting that Anza also did?

Write a narrative about a moment in your life that you were tasked with something that seemed overwhelming. Describe how you overcame the task and were able to complete it, “one piece at a time”. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STEP 12: Editing and correct copy

- Have students correct punctuation, spelling, grammar and capitalization
- Tomorrow they will peer edit, so don’t have them write their final copies yet.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program Lesson Plan

Esperanza Rising, Day 14



PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

The Mexican Repatriation

In 1929 the United States Government enacted the Deportation Act. Its goal was to send foreign labor back to the country of origin giving work to United States Citizens affected by the depression. Unfortunately, the process was not well executed and many legal citizens were sent back to Mexico when they should not have been

In today's reading the author talks about the Deportation Trains and how her grandmother always feared being sent away from her home in the states and how these sweeps affected both legal and illegal residents.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

inspiration 255	desperate 255	existence 255	recollections 256	prominent 256
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read p 255–262

Setting	Characters	Pages
	Esperanza, her grandmother	255–262

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Grandmother shares her story to Esperanza
- Esperanza shares how she created the story with relevant factual details and her own ideas of how things were.
- Esperanza shares about the strikes and the deportations that took place as a
- Result of the depression.

- Esperanza explains how her parents met in a camp;
- The author talks about how her family had hopes and dreams and they all became successful.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Complete your Open Mind Portrait. What is Esperanza thinking and feeling as she sees how her hard work has created a life for many of her children and grandchildren? Focus on the hopes, dreams, and accomplishments of her family.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

1. Why is it significant that Esperanza told the author stories of hard work and dedication before sharing her life of wealth?
2. Why is it significant that her family remained loyal to the growers? Were all growers bad?
3. What was the purpose of the deportations? Does the government have an obligation to citizens before visitors? Explain?
4. How could the government have handled things more ethically?
5. How to United State immigration policies differ from Mexico's? Be very specific.
6. How did this story of survival engrain a deep-rooted desire for the family to hope, dream, and succeed?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 262

"Our accomplishments were her accomplishments. She wished the best for all of us and rarely looked back on the difficulties of her own life" (p. 262).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

How did grandmother's ability to look forward make it possible for her family to do the same? What happens if people are constantly looking back? Think about a time in your life you were forced to look forward and plan and succeed instead of looking back.

Write a narrative in which you focus on the moment you decided to look forward and work ahead. Who was involved? Organize your story so it unfolds use narrative techniques to develop your characters. Use a variety of transition words to convey sequence. Use precise words to convey sequence and events. Provide a conclusion that follows form and reflects on the event.

STEP 13: GROUP/PEER ADVISING

- Students should practice being in the listener's role and give constructive feedback to a peer.

STEP 14: Response checklist

- Have students use the checklist to guide any last responses to their paper.
- Word process final drafts.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world